



# Physical **fun** for little ones

(Activities for 3- to 5-year-olds)



Iowa Department of Education  
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# WHY?

**W**hy do you need to be concerned about keeping 3- to 5-year-olds active? Anyone who has ever interacted with youngsters of this age knows just how active they are. But, while children are very active, some activities are more beneficial to their development in a number of areas. With age appropriate activities, you can set the stage for positive results. For instance, children can use play activities to:

- learn (e.g., new ideas, colors, alphabet)
- develop the coordination and strength they need to do some of the things they see adults doing such as tennis, baseball, football, creative dance, etc.
- have fun with physical play activity and develop good activity habits that will follow them into adulthood

Children of this age tend to learn differently than elementary school-aged children. They learn through hands-on experiences. They learn by seeing the results of an action, by touching, by practicing and following examples.

In addition, research studies suggest that engaging in play/physical activity is important to the growth of both our physical and mental development. What children learn at this age will set the stage for the rest of their lives. So it is important that they have fun doing these activities and create a desire to continue to be physically active as they grow older.

**W**ho is our key contact in guiding these children to appropriate activities? **YOU!** We know how busy you are so we have designed this guidebook to be informative and easy to use. Our goals with this guidebook are to give you a better understanding of the importance of physical activity, provide you examples of appropriate play activities that can be done in a variety of settings, and let you know where to find additional materials.

We hope you find this resource a creative tool that brings out the fun in each day.

**Early Childhood Motor Activity Task Force  
DE Advisory Committee**



## Acknowledgments

**F**or gathering and documenting a volume of pertinent material for this document, thanks are extended to the Early Childhood Motor Activity Task Force. Their ability to continue the project after the death of their leader, Cheri Juelsgaard, is to be commended. Without their persistence, this document would not have reached fruition. Members include:

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**A** big thank you is also extended to the countless other people who played a part in making this document a reality.



**In Memory of  
Cheri Juelsgaard  
(January 1947 - October 1999)**



*Cheri and her granddaughter, Emy*

Cheri Juelsgaard, Consultant, Physical Education for the Disabled, worked at the Department of Education for more than 10 years. During that time, she worked tirelessly to promote and develop physical education programs to include children with disabilities. This document was her brainchild. With the help of the Early Childhood Motor Activity Task Force, this document became reality even though Cheri did not live to see the final product. Following is a tribute to Cheri from the Early Childhood Motor Activity Task Force:

*One could not interact with Cheri without being impressed by her conscientiousness and sincerity towards helping others. Her untiring passion to help children of all ages and abilities was and continues to be a motivational beacon for her friends and colleagues that she left behind. The completion of this document is but a small reflection of the tremendous respect held for a valued colleague and revered friend. Members of the task force found Cheri faithful to her belief in the dignity and worth of all children. The fire of her devotion does indeed light our way as we continue to promote quality movement programs for young children. She is missed.*







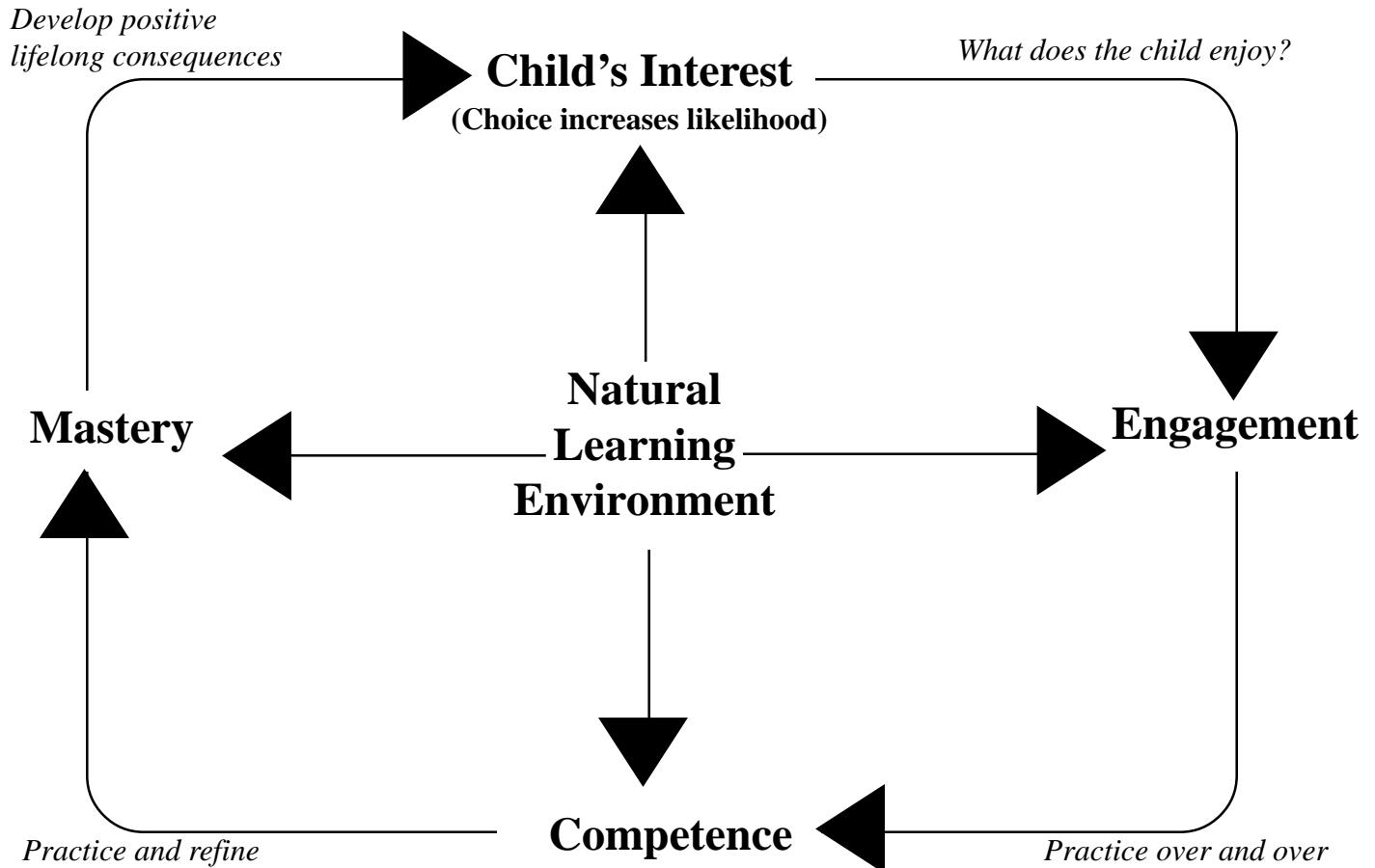
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# Relationship Between Child Interest and Competence

(This is how children learn)



This graphic from *Young Exceptional Children*\* illustrates the importance of identifying a child's interest to develop competence, which in turn leads to lifelong positive consequences. In the area of physical activity, there are many topics that can spark the interest of a child. Using that interest to encourage physical activity will help children get started on a course that leads to an adult that is physically, mentally and emotionally fit. As an early education teacher or child care provider, you have the opportunity to provide a safe natural learning environment and activate children's interest in physical activities. The information provided in this manual will give you the tips and clues needed to have fun as you spark that interest and encourage children's growth.

\*Reprinted with permission. Dunst, C.J., Bruder, M.B., Trivette, C. M., Raab, M. & McLean, M.



# Chapter One: Physical fun is for everyone, especially little ones

One of the most important things to happen to a child is physical development. This guidebook will help you identify the importance physical activity plays in that development, give you a basic understanding of the terminology or language used in this field, and give you guidance in coping with the varying degrees of ability that are present in a group of 3- to 5-year-olds. In addition, we've provided some easy hints that will help you fit the information and activities into your schedule and some directions to make quick and inexpensive equipment. The second part of this guidebook is devoted to activities and creative ways to help 3- to 5-year-olds develop to their full potential. Research shows that developing healthy habits as a child will impact us as adults. We hope this guidebook will assist you in helping children develop physical activity habits that carry into adulthood.

## ***You are an important link!***

As an early childhood teacher or child care provider, you are a key factor in encouraging the development of physically active children. Activity will benefit them not only physically, but emotionally, intellectually and socially. We know the demands on you are many. So our aim was to make a user-friendly document that you would enjoy using everyday. You will be helping children grow and mature into happy, healthy, educated adults. Physical activity (also called movement) can help the young child develop better physical skills, which should lead to an increased sense of self-worth or higher self-esteem. In addition, movement can also be used to introduce or reinforce basic school readiness concepts such as colors, shapes or numbers as well as social and emotional development. Physical activities can be a tool to help reach a variety of goals and objectives.

## ***The goal is physical activity not physical fitness***

*Physical/play activity or movement is not the same as physical fitness.* The key is to *entice* children to become physically active at an early age by having FUN. If the appropriate activities are made fun and enjoyable, children will have a positive experience. The child who is actively involved in fun physical activity places demands on his/her body. The body responds by becoming stronger, more flexible and/or more efficient in moving. The increased capabilities allow the child to be engaged in activities for either longer periods of time or at a more intense level. As children become successful at these activities, they will be encouraged to add more physical activity to their lives and develop a natural love of play.

Yes, we  
need your  
help!



## ***Getting healthy at three—you're kidding!***

***Wow! I need  
lots of  
movement  
everyday***



Actually, we're not kidding. Healthy habits we learn as children can become lifelong habits that affect our well being later in life. Physical activity plays an important role in the development of bone mass (ACSM, 1995), along with controlling weight and reducing the instances of such problems as cancer and heart attacks (Sallis et al., 1988; Zwiren, 1992). Having fun with physical activities at a young age will encourage continued physical activity resulting in the beginning of a healthy, active life style.

The massive oxygen needs of the brain are also an important consideration. This can only be satisfied with adequate heart and lung development (which is done through physical activity). Unfortunately, less than half of all children exercise enough to develop healthy heart and lungs (Olsen 1994).

### ***Remember, competition can be scary***

It is important that children do not feel threatened with highly competitive and sport skill-specific activities. The American Academy of Pediatrics suggests:

- emphasis should be placed on promotion of physical activity as a natural and lifelong part of healthy living,
- free play should be designed so that each child can develop skills and reach his or her potential at his or her own rate
- participation and enjoyment should be emphasized instead of competition and victory. (AAP 1992)

It is very important to have age-appropriate activities that avoid competition among children so that everyone can have fun.

### ***Learning the lingo (special terms)***

Just as you use special words when working in the early childhood field, there is a special language (lingo) that is used in the field of movement. To help you further explore this book, let's look at some of the special language often used in this field.

- **Locomotor activity:** Walk, run, leap, jump, hop, gallop, slide and skip (they show movement from one spot to another). These are the skills we need to learn to move within our environment.



- **Non locomotor activity:** Pushing, pulling, bending, stretching, twisting, turning, swinging, swaying, rising and falling (show movement in a stationary place). These are often done while standing, kneeling or sitting and are used to control the body in relation to the force of gravity.
- **Manipulative skills:** Throw, kick, strike, and catch (moving objects in a variety of ways).

Collectively, these are known as the ***fundamental motor skills***. The most significant gains in this area occur between the ages of two and seven.

Where do these activities take place? They take place in an area identified as **space**. There are two forms of space:

- **Personal space (The space you occupy; also called self space):** The area in which you can reach while not touching anyone or anything. It is the area immediately surrounding you. Once the children understand sitting or standing in their personal space, they can then be introduced to the concept that this personal space can travel with them as they travel through general space. Children may need both support from you and practice in order to understand this concept.
- **General space:** The area which the children are allowed to use for the activity. Note that this is the total working area and not necessarily all of the available space. (For example, the activity may be occurring in the kitchen/dining area of a community center. The general space would be the open area in the center of the room once the tables and chairs have been moved to the perimeter. The general space would not include the area occupied by the tables and chairs, etc.)

***I'm moving in my personal space and not touching anyone.***

It is important that children understand the difference between general space and personal space. Just before the activity section, you will find a page devoted to activities that you can use to help children learn to identify the difference between the two areas and help them develop body control. (See page 40-41 for activities).

The next level of awareness is that of **body** awareness. Remember how fascinated babies are when they first discover their hands and feet? They can spend many hours examining and playing with them. Now those babies are ready to concentrate on the bigger picture.

- **Whole body actions** - These are movements that call for most of the body to perform. For example, throwing uses your hand and arm to release a ball. As you throw better (or use a more mature throwing pattern) you use



your preferred hand and opposite foot to step into the throwing motion. Flying like a helicopter or jiggling like jello would also be examples of whole body actions.

- **Body parts** - Young children need to know the name of body parts and where they are located to do an activity with those parts. For instance, they need to know where their hands are located and how they move before they can throw. There are many simple games (Simon Says), rhythms (Hokey Pokey) and activities that emphasize the use of various body parts. Once children can successfully locate and name different parts of the body, they are ready to focus on the relationships of these parts to one another as in *chin to chest* to perform a forward roll or *step with the opposite foot* to throw a tennis ball.

Now that we have an awareness of **space** and **body**, we need to identify **effort**, or how the activity or movement occurs. Factors affecting this would be:

- **Space (Direct/Indirect)** - Direct movement in space is very purposeful (you walk to the water fountain to get a drink of water). Indirect movement in space is meandering or wandering (you wander through the park on a nice spring day).
- **Time (Fast/Slow)** - This refers to the speed of the movement. Are we moving fast like a road runner or slow like a turtle?
- **Force (Hard/Soft)** - Two kinds of pressure can be applied to a surface: hard or soft. Are we walking hard like an elephant or soft like a mouse?
- **Flow (Bound/Free)** - How easily can the movement be stopped under control? Bound action is very controlled and can be stopped at any time. For instance, if we are moving like a robot, we can stop at any time. On the other hand, it would be hard to freeze the action in the middle of a cartwheel. This type of movement needs to come to a natural conclusion that cannot be stopped before it ends. This is referred to as free flow.

A ballerina  
tiptoes softly  
like a mouse



In addition to **space**, **body** and **effort**, there is also **relationship**. In other words, items you can play with.

- **Children can play with objects** - There are two kinds of object relationships: contact or noncontact.

Balancing a beanbag on the head or throwing a ball involves contacting or touching the object and creates a contact object relationship.

Noncontact is the opposite; there is no touch or contact with the object.

Jumping over a hurdle or crawling under the hurdle would be noncontact with the object.

- **Children can play with people** - There are several ways in which children can play with people: solo, alone in a mass, with a partner or in a group.

When Peggy is on the stage by herself giving a piano recital, she is performing a solo.

Alone in a mass relationship is when all the children are moving, yet they are not interacting with each other. If John, Paul, and Jane are practicing tossing and catching a scarf within their personal space, this would be **alone in a mass** relationship.

Partner relationships usually require the child to interact with one or more other children. If Tony and Andrew are playing catch with a ball, they are in a **partner relationship**.

Group relationships occur when two or more children do an activity together. The teacher may do the parachute activity with Sally, Allan, George and Frank. This would be a **group relationship**.



**Playing  
catch is a  
partner  
relationship**



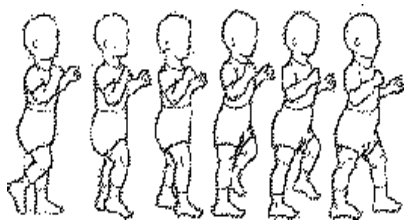
## What should you expect and at what age?

It is important to understand age-appropriate levels of ability. Identifying the children's capabilities will help you select appropriate activities that they will find challenging and fun. Following is information that identifies the skills and the approximate age you can expect children to demonstrate these abilities. You will also find diagrams of initial, elementary and mature stages of each of the physical actions.\*

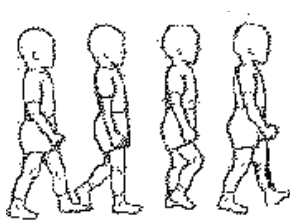
### Developmental Stages for Movement Patterns\*\*

## WALKING

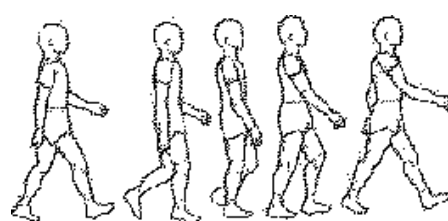
First steps alone .....	13 months
Walks sideways .....	16 months
Walks backward .....	17 months
Walks upstairs with help .....	20 months
Walks upstairs alone .....	24 months
Walks downstairs alone .....	25 months



**Initial**



**Elementary**



**Mature**

## RUNNING

Hurried walk .....	18 months
First true run .....	2-3 years
Efficient and refined run .....	4-5 years
Speed of run increases, mature run* .....	5 years



**Initial**



**Elementary**



**Mature**

\* The child has the developmental "potential" to be at the mature stage. Actual attainment will depend on factors within the task, individual, and environment.

\*\* *Understanding Motor Development*, Dr. David Gallahue. The Early Childhood Motor Activity Task Force is greatly indebted to Dr. Gallahue for granting permission to use the information from his text.





## Developmental Stages for Movement Patterns\*\*

### JUMPING

Jumping takes three forms:

- (1) jumping for distance
- (2) jumping for height (see diagram)
- (3) jumping from a height.

Steps down from low objects .....	18 months
Jumps down from object with one foot lead.....	2 years
Jumps off floor with both feet .....	28 months
Jumps for distance (about 3 feet) .....	5 years
Jumps for height (about 1 foot) .....	5 years
Mature jumping pattern* .....	6 years



Initial



Elementary



Mature

### HOPPING

Hops up to 3 times on same foot .....	3 years
Hops from 4 to 6 times on same foot .....	4 years
Hops from 8 to 10 times on same foot .....	5 years
Hops distance of 50 feet in about 11 seconds.....	5 years
Hops skillfully with mature pattern* .....	6 years



Initial



Elementary



Mature

\*The child has the developmental “potential” to be at the mature stage. Actual attainment will depend on factors within the task, individual, and environment.

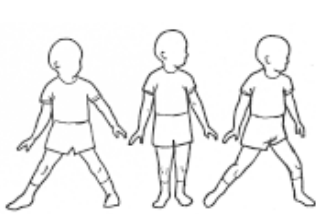
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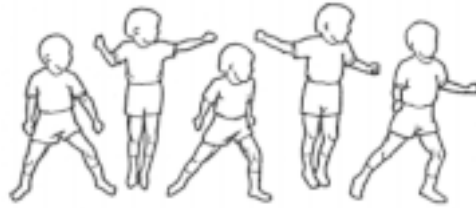
## Developmental Stages for Movement Patterns\*\*

### GALLOPING/ SLIDING

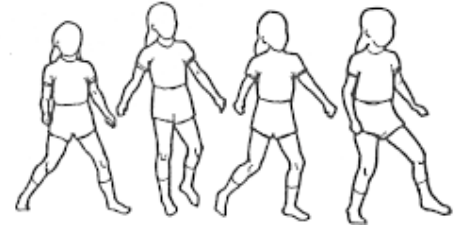
Basic but inefficient gallop ..... 4 years  
Gallops skillfully, mature pattern\* ..... 6 years



**Initial**



**Elementary**



**Mature**

### SKIPPING

One-footed skip (gallop) ..... 4 years  
Skillful skipping (about 20 percent) ..... 5 years  
Skillful skipping for most\* ..... 6 years



**Initial**



**Elementary**



**Mature**

\*The child has the developmental “potential” to be at the mature stage. Actual attainment will depend on factors within the task, individual, and environment.

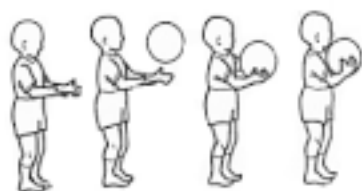
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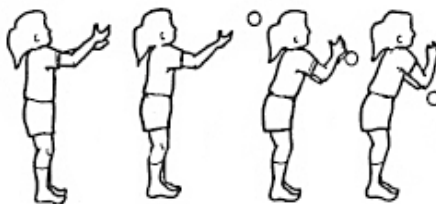
## Developmental Stages for Movement Patterns\*\*

### CATCHING

- Chases ball; does not respond to the ball while it is in the air ..... 2 years
- Responds to the ball with delayed arm movements ..... 2-3 years
- Needs to be told how to position arms ..... 2-3 years
- Fear reaction (turns head away) ..... 3-4 years
- Basket catch using the body ..... 3 years
- Catches using the hands only with a small ball ..... 5 years
- Mature catching pattern\* ..... 6 years



Initial



Elementary



Mature

### THROWING

- Body faces target, feet remain stationary, ball thrown with forearm straightening only ..... 2-3 years
- Same as above but with body rotation added ... 3.6-5 years
- Steps forward with leg on same side as the throwing arm ..... 4-5 years
- Boys exhibit more mature pattern than girls ..... 5 years+
- Mature throwing pattern\* ..... 6 years



Initial



Elementary



Mature

\*The child has the developmental “potential” to be at the mature stage. Actual attainment will depend on factors within the task, individual, and environment.

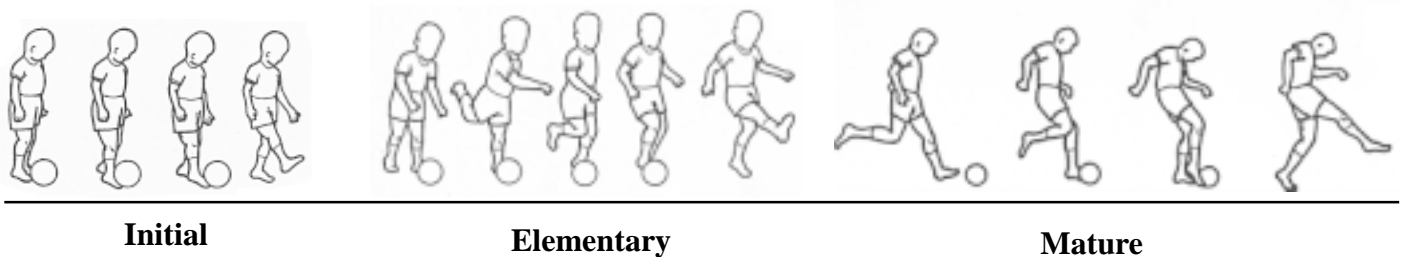
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## Developmental Stages for Movement Patterns\*\*

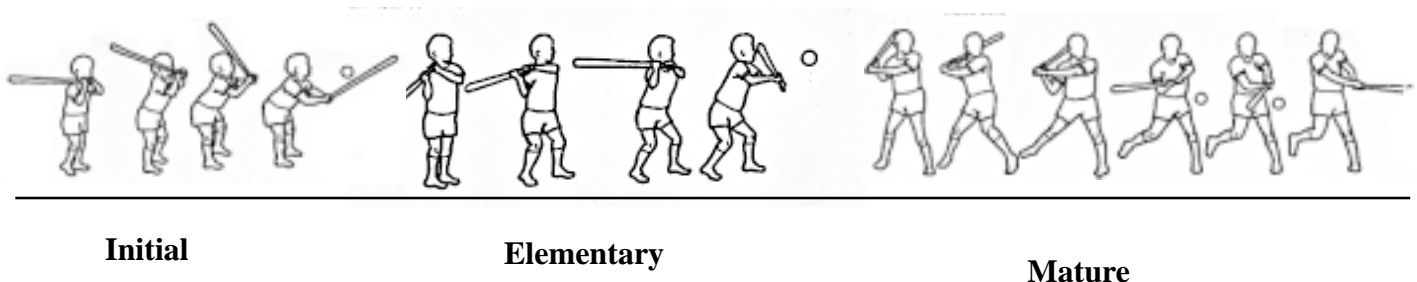
### KICKING

- Pushes against ball;  
does not actually kick it ..... 18 months
- Kicks with leg straight and little body  
movement (kicks at the ball) ..... 2 - 3 years
- Lifts heel backwards, bending the leg  
at the knee ..... 3 - 4 years
- Greater backward and forward swing  
with definite arm opposition. .... 4 - 5 years
- Mature pattern (kicks *through* the ball)\* ..... 5 - 6 years



### STRIKING

- Faces object and swings in a vertical plane ..... 2-3 years
- Swings in a horizontal plane and  
stands to the side of the object ..... 4-5 years
- Rotates the trunk and hips and shifts  
body weight forward ..... 5 years
- Mature horizontal pattern with  
stationary ball ..... 6-7 years



\*The child has the developmental “potential” to be at the mature stage. Actual attainment will depend on factors within the task, individual, and environment.

\*\* *Understanding Motor Development*, Dr. David Gallahue.

## Chapter Two: Children with varying abilities

It is important to involve **all** children in the movement activities. As an early childhood teacher or child care provider, you know children develop at different rates and that each child is individual or unique. In addition, some may have varying types of disabilities.

There can often be a wide range in the stages of development for children within a group who are the same age. This is because individuals grow at different rates and their development patterns can happen at different rates. For example, a group of 5-year-olds can have two years difference in their development and ability to perform certain moves. Also at this age 5-year-old girls can be up to six months more mature than boys (Iowa Department of Education, Early Childhood Network, 1997).

Although skill levels may vary widely due to differences in readiness or previous exposure or limitations due to a disability, it is generally safe to say that all children enjoy and benefit from movement activities when they are appropriate **and fun**. The key to making activities fun is to allow children to be successful. Children who are not successful should have adaptations made to accommodate their needs. Considering the wide range of development of preschoolers, keep in mind the following basic principles when planning and conducting your activities.

**Everyone  
can have  
fun**



### **The attention span of preschoolers is short. So:**

- Keep instructions brief and to the point
- Allow the children to be active participants, not passive listeners or observers
- Plan for several activities of short duration

### **Skills must be practiced in order to learn them. So:**

- Follow instruction with many opportunities for practice
- Plan several activities that incorporate the use of the same skill
- Play different variations of a game

### **Children need to be successful. So:**

- Review skills
- Provide opportunities for additional practice
- Observe and give feedback or further instruction
- Give praise and encouragement



**Children learn in different ways and need to have activities individualized to meet their needs. So:**

- Select activities that are appropriate, both for age and stage of development
- Play games which have few rules
- Play games to promote cooperation and working together rather than competition (no team games).
- Provide equipment choices (balls, targets, implements of different sizes.)
- Use a variety of instruction techniques.
  - Use clear or easy-to-follow visuals (signs, gestures, demonstrations) and spoken commands
  - Keep long verbal directions to a minimum (show, don't say)
  - Give one- or two-step commands to ensure understanding (Example: Step forward.)
  - Provide models of good performance (demonstrate or have children demonstrate)
  - Provide physical assistance as needed.
- Play a game or do an activity in more than one way
- Give children options within a task ("Show me how you can move like a bug... Can you ...")

**A structured environment provides security and consistency. So:**

- Make sure the children know what is expected of them and consistently require them to adhere to those expectations
  - Have a consistent routine for beginning and ending the class
  - Have a home base for each child to go to such as a polyspot or carpet square
- Keep distractions to a minimum

**Appropriate activities should allow *all* children:**

- To enjoy what they're doing
- To increase their abilities
- To maintain a good self-concept
- To interact as part of the group



## Children with disabilities\*

Children with disabilities may require special consideration in planning if they are to achieve the goals. The objective is **not** to plan different activities for children, but to make the activity available to all children through adaptations. Consider the following:

- Children may need extra practice to develop a new movement skill.
- Activities or materials may need to be modified to include everyone.
- Children may need extra help from teachers, volunteers or peers.
- Children may need to substitute different movements for ones that are too difficult.

These considerations will increase the opportunities for each child to participate more fully in an activity while minimizing differences.



## Adaptations to curriculum and instruction

There are many ways that curriculum and instruction can be adapted to meet the needs of individual learners. The following are specific ways that physical activities can be adapted in different areas:

### 1. Environment and materials (equipment)

- Use lighter-weight equipment (softer, slower balls; striking implements... )
- Use larger equipment (targets, goals, surface of striking implements, balls...)
- Use motivating targets which provide a lot of feedback (spinning targets, stacked cans that will fall or scatter when hit, or something that lights up or makes noise)
- Shorten distances to move or project object
- Reduce the size of the playing area
- Use assistive devices such as ramps, rails, supports, ball launchers, switches. . .

\*Some children with disabilities may have an individualized education program (IEP) which calls for individualized interventions. If you have questions, visit with a family member. For additional resources, see page 26.



## 2. Directions

- Use simple wording
- Give one step command (direction) at a time
- Use the same command (cue) each time
- Say instructions and demonstrate at the same time (Show while saying)
- Provide physical assistance as needed
- Use a variety of cues (hands-on help, pictures, music, or verbal, such as a whistle, beep, or clap)
- Discover the best starting and stopping signals to use (for example: you could use your voice, low tone whistle, gestures, flicker of lights, clap hands or a combination of these)
- Break the activity into smaller segments

## 3. Difficulty

- Change the rules
- Remove the competitive aspects of the activity
- Decrease the number of repetitions
- Slow the tempo in music activities
- Decrease the emphasis on accuracy
- Slow the pace of the activity
- Simplify directions
- Expect the child to perform only part of an activity and not every aspect of it



## 4. Level of support

- Use a buddy or peer helper
- Assist the child as needed in making choices, remembering activities or routines, and in understanding concepts presented

## 5. Participation

- Vary expectations regarding the extent to which children will be involved in an activity
- Provide frequent breaks or rest periods
- Make group sizes that allow optimum participation and a minimum amount of waiting

## 6. Time

- Allow more time for learning or task completion
- Reduce the pace of the activity
- Alternate vigorous and more passive activities
- Shorten the duration of the activity or an individual child's participation





- Allow time for practice (multiple attempts)
- Give several minutes warning to signal the amount of time left until the end of the activity and plan transitions to the next activity
- Explain what will happen in the activity before it begins

### **7. Alternative teaching opportunities**

- Incorporate movement activities throughout the day, especially when moving from one place to another.

### **8. Goals or outcomes**

- Allow different ways to accomplish a task  
(e.g., pins can be knocked down by rolling a ball down a ramp)
- Modify your expectations
- Provide assistive devices to aid in performing a task (switches, ramps, ball launchers...)

### **9. Alternative goals**

- Identify more than one goal and/or outcome for an activity  
(physical, social, functional, communication ...)

## **Additional considerations for children with disabilities**

Some of the children may have specific disabilities that may require adaptations and modifications. You may encounter terms such as: Autism, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD), cognitive or mental disabilities, physical disabilities, visual impairments, and hearing impairments. Following is a list of guidelines that will help children participate in the activities. In general, you will find they are simple and would be good practice when working with all children.

- Make sure routines are consistent and structured
- Use pictures or visual cues for beginning, ending and performing activities
- Give praise, encouragement and support even for small gains and slow progress
- Provide physical assistance, demonstration and verbal input
- Provide instruction and allow practice of fundamental skills
- Choose small group or one-to-one activities instead of large group activities

- Use games with few rules which are more easily understood and learned
- Convey behavior and performance expectations clearly and concisely
- Provide basic instruction in play skills if needed
- Give advance warning for transitions
- Spend as much time as possible in movement and avoid long periods of waiting for a turn, listening to instructions ...
- Use clear starting and ending points for activities
- Plan for many short activities rather than one long activity
- Give directions that are short, concrete, explicit and carefully defined
- Make sure the child experiences success in order to increase time spent learning a task
- Provide a progression in teaching and practicing fundamental skills
- Build social and self-help skills into movement time
- Emphasize the fun aspects of a game or activity and not necessarily the skill or accuracy
- Provide activities for rest and relaxation
- Use an adult or peer helper to provide assistance
- Use music and provide dance and rhythm activities
- Show first, then say directions (demonstrate)



## Adaptations for gross motor movements

Activity	Students Using Wheelchairs	Students Using Assistive Devices (e.g., walkers, crutches)	Students Who Are Blind or Have Visual Impairments
<b>Walking OR Running</b>	<ul style="list-style-type: none"> <li>• Drive power chair</li> <li>• Self-propel chair</li> <li>• Emphasize independent controlled movement</li> <li>• Be pulled while holding hoop, rope, ski tow rope, hand</li> </ul>	<ul style="list-style-type: none"> <li>• Decrease distance</li> <li>• Designate a <i>slow</i> and <i>fast</i> area for movement</li> <li>• Emphasize continuous movement rather than speed</li> </ul>	<ul style="list-style-type: none"> <li>• Hold guide's elbow</li> <li>• Run along guide wire</li> <li>• Run trailing wall</li> <li>• Hold deck tennis ring strung on a rope</li> <li>• Give continuous verbal cues or hand-clapping</li> </ul>
<b>Hop, Skip, Jump, March</b>	<ul style="list-style-type: none"> <li>• Lift one or both legs</li> <li>• Do mini-<i>wheelies</i></li> <li>• Do chair push-ups</li> <li>• Move arms instead of legs to rhythm of the movement</li> </ul>	<ul style="list-style-type: none"> <li>• Perform squats on one or both legs</li> <li>• <i>Bounce</i> bending knees without leaving floor</li> <li>• Use crutches to hop or jump</li> </ul>	<ul style="list-style-type: none"> <li>• Bounce on inner tube or mini-tramp to get the idea of jumping</li> <li>• Physically manipulate student's movement</li> <li>• Hold onto partner or wall when hopping</li> </ul>
<b>Throw</b> <b>All Students:</b> <ul style="list-style-type: none"> <li>• Attach ball to chair or wrist with elastic or string for easy retrieval and multiple trials</li> <li>• Attach streamers to balls to encourage full range in overhand or underhand throwing</li> <li>• <i>Throw as hard as you can</i> elicits the most mature throwing pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust chair to encourage pattern desired: overhand, underhand, side-arm</li> <li>• Use small heavy ball to encourage hand releases</li> <li>• Try a variety of ball sizes, weights, and textures to match student grip, strength and motor patterns</li> <li>• Remove arm rests for greater movement (Check with OT/PT)</li> </ul>	<ul style="list-style-type: none"> <li>• Throw from seated position if balance is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Provide physical guidance for stance and movement pattern</li> <li>• Provide textured footprints of foot placement</li> <li>• Suspend balls at various heights to elicit different patterns: <ul style="list-style-type: none"> <li>• high = overhand</li> <li>• low = underhand</li> </ul> </li> <li>• Provide auditory cue or target so student can aim (radio, voice, beeper ...)</li> </ul>
<b>Catch</b> <b>All Students:</b> <ul style="list-style-type: none"> <li>• Suspend balls</li> <li>• Bounce ball to student</li> <li>• Use a variety of balls</li> <li>• Use sticker mitts</li> <li>• Make sure partner can bounce/throw accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Remove arm rests for easier movement (Check with OT/PT)</li> </ul>	<ul style="list-style-type: none"> <li>• Catch while seated so hands are free</li> </ul>	<ul style="list-style-type: none"> <li>• Use bell or beeper ball</li> <li>• Verbally cue: "Ready, catch."</li> <li>• Use brightly colored objects and objects that contrast with the surrounding environment</li> </ul>
<b>Kick</b>	<ul style="list-style-type: none"> <li>• Remove foot rests from chair if appropriate (check with OT/PT)</li> <li>• Use a larger ball that can be pushed/<i>kicked</i> safely with the chair</li> </ul>	<ul style="list-style-type: none"> <li>• Kick with a crutch</li> <li>• Kick from a seated position</li> </ul>	<ul style="list-style-type: none"> <li>• Use bell or beeper ball</li> <li>• Put auditory cue on target (beeper, radio...)</li> <li>• Physically manipulate through movement</li> <li>• Kick stationary ball</li> </ul>
<b>Strike</b> <b>All Students:</b> <ul style="list-style-type: none"> <li>• Hit from a batting tee</li> <li>• Student selects which bat and ball to use</li> <li>• Use suspended ball</li> </ul>	<ul style="list-style-type: none"> <li>• Attach bat to chair</li> <li>• Move power chair to hit ball</li> </ul>	<ul style="list-style-type: none"> <li>• Strike from a seated position</li> <li>• Use crutch to bat</li> </ul>	<ul style="list-style-type: none"> <li>• Provide auditory cue for location of batting tee</li> </ul>

Modified from Griffin, A. (1992, winter). Teach them all: inclusion of students having physical disabilities or visual impairments. *Hot Tips - A Tip Sheet for Physical Educators*. Cedar Rapids, IA.: Grant Wood Area Education Agency.

## ***What if you have a question?***

As an early education teacher or child care provider, you may have questions about the development of children and how to design your activities to accommodate all children. Or, perhaps the parents have questions about the development of their child and would like to visit with someone. In Iowa, we have two systems. For children birth to 3, questions should be directed to an Early ACCESS coordinator. In order to reach the Early ACCESS coordinator in your area, call **1-800-779-2001**. You will reach Iowa COMPASS and they will be able to direct you to the correct person.



**Yes, I do  
have a  
question**

For preschoolers aged 3 to 5, contact your local area education agency (AEA) and ask for the Early Childhood Special Education (ECSE) consultant or supervisor. On the next page you will find a map that identifies the AEAs. Below you will find a listing of the phone numbers for each of the AEAs.

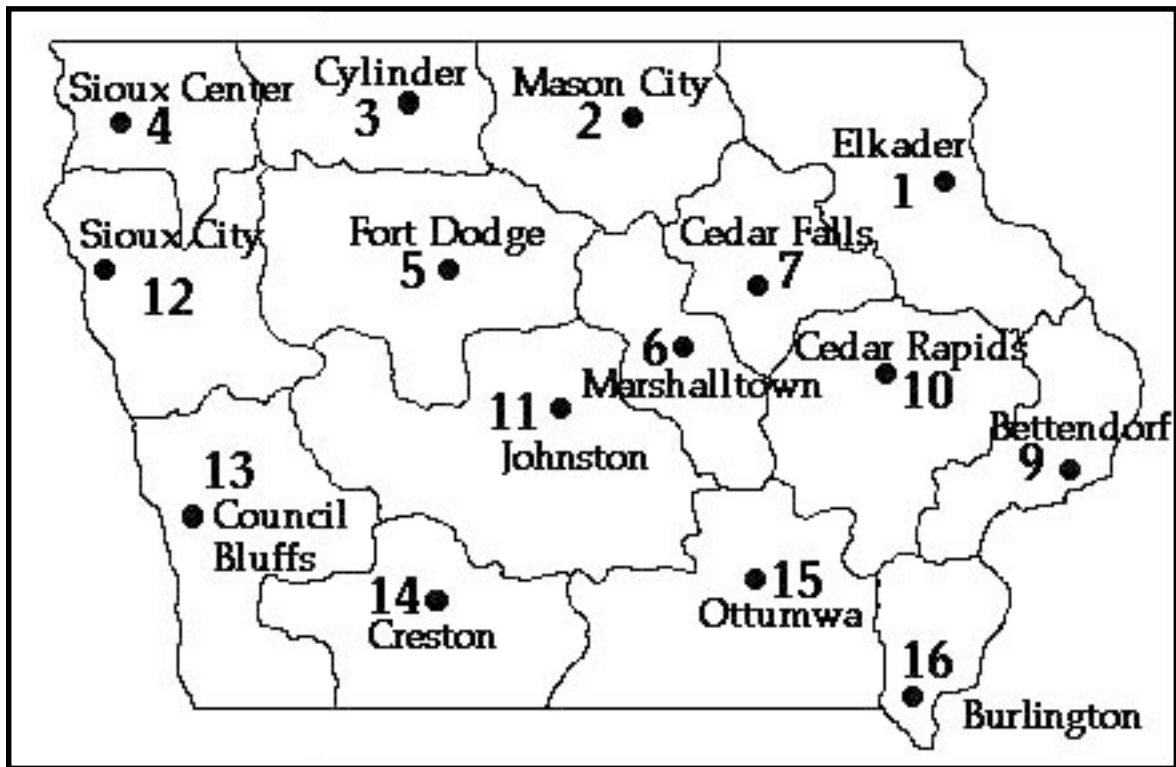
If you need to contact someone at the state department, call 515-281-3176 and ask to speak to someone from the Early Childhood Team.

If you are concerned about the development of one of the children, be sure to get the parents' permission before consulting with Early ACCESS or the AEA (see map on next page).

Keystone AEA 1, Elkader .....	Phone: 319-245-1480 or 800-632-5918
Northern Trails AEA 2, Clear Lake .....	Phone: 641-357-6125 or 800-392-6640
Lakeland AEA 3, Cylinder .....	Phone: 712-424-3720 or 800-242-5100
Area Education Agency 4, Sioux Center .....	Phone: 712-722-4374 or 800-572-5073
Arrowhead AEA 5, Fort Dodge .....	Phone: 515-574-5400 or 800-669-2325
Area Education Agency 6, Marshalltown ....	Phone: 641-753-3564
Area Education Agency 7, Cedar Falls .....	Phone 319-273-8250 or 800-542-8375
Mississippi Bend AEA 9, Bettendorf .....	Phone: 319-359-1371
Grant Wood AEA 10, Cedar Rapids .....	Phone: 319-399-6700 or 800-332-8488
Heartland AEA 11, Johnston .....	Phone: 515-270-9030 or 800-362-2720
Western Hills AEA 12, Sioux City .....	Phone: 712-274-6000 or 800-352-9040
Loess Hills AEA 13, Council Bluffs .....	Phone: 712-366-0503 or 800-432-5804
Green Valley AEA 14, Creston .....	Phone: 641-782-8443 or 800-362-1864
Southern Prairie AEA 15, Ottumwa .....	Phone: 641-682-8591 or 800-622-0027
Great River AEA 16, Burlington .....	Phone: 319-753-6561 or 800-382-8970



## Map of Iowa and the area education agencies (AEAs)





## Chapter Three: Equipment—it doesn't need to be expensive!

Developing an effective activity program does not require expensive equipment. In fact, with some creativity and the help of the youngsters, you can make or collect many of the items at no charge.

To ensure you have the equipment and materials you need for an effective activity, you can follow a few simple steps. First, you will start by making a list of items needed. If you glance through the activities section in the back of the book, you will see the items listed as *equipment*. Here is a partial list of the items needed for the activities:

- pieces of yarn
- clothes hangers
- carpet remnants
- milk containers
- plastic bowls/lids
- clock/food timers
- old records/tapes
- garden hose
- balloons
- detergent bottles
- juice/tuna cans
- inner tubes
- rulers/yardsticks
- plastic soda bottles
- newspapers
- old clothes
- panty hose
- building wood scraps

**I'm  
making  
my list!**



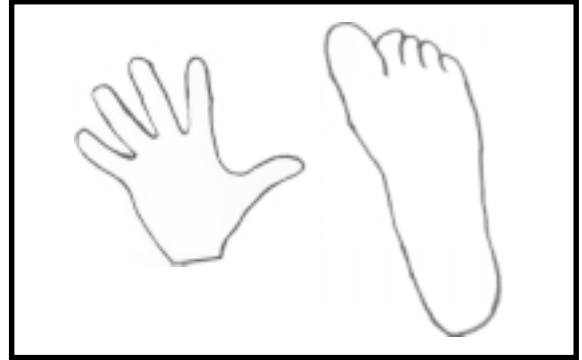
Next, use your wish list and prepare a flyer to send home with the children. Depending on the age group, you may want to explain about recycling and the importance of saving our resources.

Once you have collected the material, you need to be aware of several things. First, make sure you have enough material to make equipment for everyone. Children have a short attention span, so it is not appropriate for them to wait in long lines to use the equipment. Second, be conscious of the fact that some equipment may not be appropriate for all ages. Some items may not stand up to the abuse that is given by a 5-year-old, but may be just fine for a 3-year-old. Third, be sure the equipment is used appropriately and under the direct supervision of a qualified staff leader or other responsible adult.

You may find it helpful to make a sample model before mass producing the item. In addition, it would be important to have a storage place identified to increase the life of the equipment and keep it looking like new. Be sure to take your time in constructing the equipment so you have a quality product. Following are directions to make some equipment and play items.



**Balance Puzzles:** Cut body parts out of colored construction paper (hand, feet, knees, elbows and head). Use different colors for different parts of the body (for instance, all hands can be blue, all feet can be red, all knees can be yellow, etc.) (See outlines of the body parts in Appendix B.) Glue an assortment to an 11" x 17" paper. Start simple: two feet, or one foot and one knee or one hand and one foot. To use the puzzle, show children the puzzle and ask them to match the cutouts with the appropriate body part. For instance, if they have a sheet with one foot and one hand on it, they would put one of their hands and one foot on the ground. Once they have put the appropriate body parts on the ground, tell them to hold for a count of three. As the children become comfortable with the game, add more body parts. It is recommended to put no more than five (5) body parts on a page (2 knees, 2 elbows and 1 head). Be sure to try these yourself before asking the children to do them.



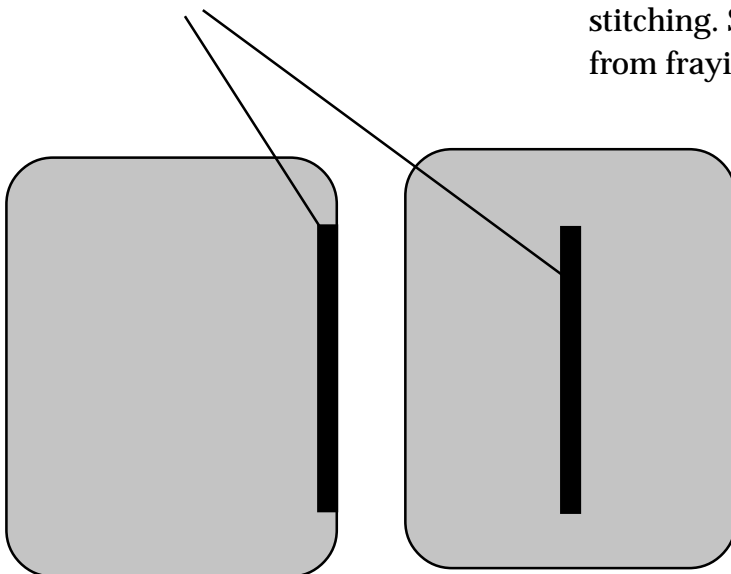
**Note:** For safety considerations, do not put just the head on a puzzle as you would be asking children to do a headstand.

**Body Shape Bag:** Body shape bags are made from Lycra (or Spandex) swim-suit material found in local fabric stores. This is a stretchy material that will allow the children to see out, but you can't see in. Once inside, children look like marshmallows. It is used for creative dance.

Cut the material to size (see below). Make a slit in the middle of one panel for the children to step inside the body bag. Sew the outside edges, either adding more material in the corners for reinforcement, or double stitching. Stitch around the slit in the middle to keep it from fraying and sew velcro on the hemmed edges of the opening for easy opening and fastening.

**Alternate version:** Leave an opening along one side to allow the children to step inside. Sew velcro on the edges of the opening

Opening



X-small: 34" x 27"

Small 40" x 27"

Medium 47" x 27"

Large 56" x 28"

X-Large 60" x 28"

X-Long 74" x 28"







**Bean Bag**

**Bean Bags:** Cut the cloth/fabric into any shape desired. Be sure to allow for 1/2 inch seam allowance. Put the material right sides together and sew all edges together leaving an opening on one edge to pour in the filler. Turn the material right side out. Add the filler (plastic poly pellets from Wal-Mart work well). Top stitch around the opening to keep it from fraying. Hand stitch across the opening securely closing the bag.

**Butterfly nets:** Make butterfly nets by bending out hangers into a circle and attaching a citrus net bag or use purchased nets. Cover the handle with tape to avoid any sharp edges.

**Dice:** Use two milk cartons that are the same size. Cut them down to about 3 inches. Make sure that they are clean and dry. Stuff one with newspaper. Insert one carton into the other. You can cover with colored paper or contact paper. Dice can be made to go with board games, or show numbers or letters, movement activities such as hop, jump, different choice of activities, etc. Another option is to place the children's photos and names on them to help choose classroom helpers. Be creative!

*Hint:* Boxes that come with mugs in them also make good dice. Milk cartons from school work well.

**Alternate version:** Add rice, buttons or corn for sound.



**Dice**

**Ribbons:** Cut a 3' to 6' length of surveyor's tape or ribbon. Fold about 1/2" of the tape/ribbon over a 1/2" wide piece of thin cardboard and insert an eyelet in the center of the fold using eyelet pliers. Use the cardboard for a handle to manipulate the ribbons. Or, attach ribbon to a plastic ring and use the ring for a handle.

**NOTE:** Remember that the longer the ribbon, the harder it will be for young children to manipulate.



**Rhythm Instrument:** Use a small cylindrical container, such as oatmeal container, Pringles box, film canister or mini M & M container. Insert some rice or popcorn kernels and hot glue the lid to the container.

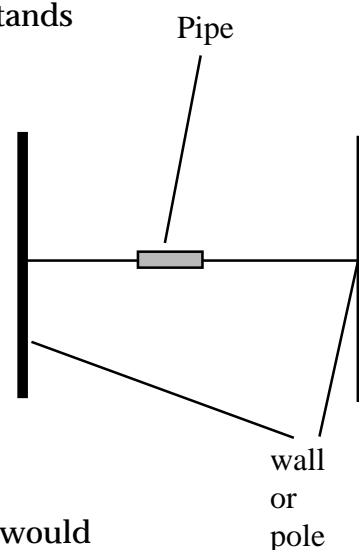
For colored rice: use several drops of food coloring to 2 tablespoons of rubbing alcohol with the rice in a large ziploc bag; shake until all of the rice is coated. Then place the rice on a cookie sheet with foil in a **well-ventilated place** to dry.

**Tuna Can Stilts:** Tuna cans, 6" pieces of 2 x 4 wood, or large tin cans (29-30 oz.), 2 per pair, rope or clothesline and a bottle/can opener. Remove only one end of the can. Wash thoroughly and make sure there are no sharp edges on the open end. Put duct tape over the edge of the can to make it smoother as well as a little quieter! Punch holes on opposite sides of the can near the closed end with a bottle/can opener. Thread the rope through the holes and tie a knot. Place the knot inside the can. Be sure the loop of rope is long enough to reach the child's thighs while he/she is standing on the can. The child stands on these cans, holding the rope with tension.

**Zoom Rope:** This is created from a long piece of rope (20-25" nylon rope), and one piece of 6-8" PVC pipe (or use paper towel tube or track baton). Thread the rope through the PVC pipe and attach each rope end to a wall or pole. The child then holds onto the pipe as he/she runs in a line. This activity teaches children to run in a straight line.

**Alternate version:** To practice an overhand throw, raise one end of the rope and the child practices throwing the PVC pipe overhand.

**Alternate version:** Tie each end of the rope to a wiffle ball. The children would hold the wiffle ball so the runner doesn't hit their hands.



## Items made from nylon hose

**Sock Balls:** Use a sock\* and packing peanuts. Stuff the toe end of the sock with packing peanuts, twist and turn the sock inside out. Continue twisting and turning the sock inside out until you have used all the sock. With a needle and thread, sew the end of the sock to the ball, stretching it over as much of the ball as possible. The ball will become softer with more use and as the peanuts begin to break apart.

\*Can also be made from panty hose.

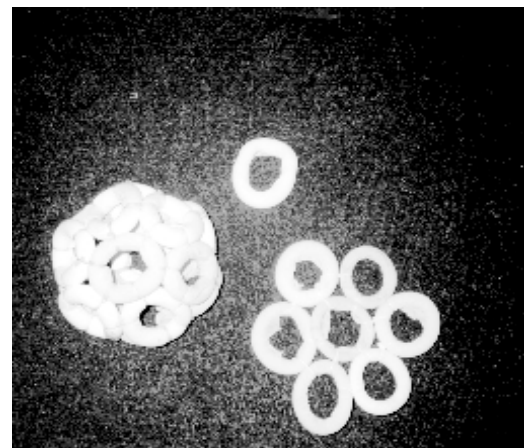


Sock Ball

**Panty Hose Disks:** Take one panty hose leg and pull it up over a bare arm. Begin at the elbow and begin rolling the hose down your arm. Keep rolling and pulling the hose up your arm until the entire hose is rolled into a disk. Remove the disk from your arm and stretch the disk to tighten it. If you want to use this as a disk for throwing or for hockey, either tape it together using masking tape or duct tape or sew it closed with a needle and thread.

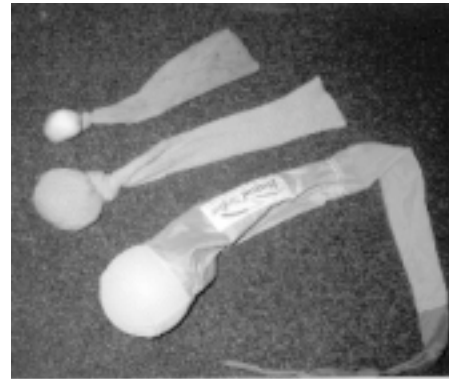
**Panty Hose Frisbees:** To create a Frisbee, you will need 7 panty hose disks (see picture below). There is no need to tape or sew them. Start with three disks, laying flat next to each other. Every place a disk contacts another, tie the two together (use a small piece of hose cut from another leg). Tie two disks above and below the row of three disks. The pattern is: 2 disks, 3 disks, 2 disks.

**Geodesic Hose Ball:** You will need two completed Frisbees for this ball. Tie each disk to every hose disk it touches and it will create a larger ball. To help keep the round shape, insert a balloon in the middle of the ball, blow it up and tie it. The balloon should stay inflated for almost a week.



From left to right: Geodesic hose ball, panty hose disk and frisbee.

**Foxtail:** Use either a sock or hose leg. If you use a hose leg, knot the end and turn it inside out and stuff with other pieces of hose to form a ball at the end. Knot this area and leave a tail at least 5" long. If you use a sock, stuff the toe end with either another sock or hose scraps. Knot above the ball area and leave the rest of the sock as a tail.



**Foxtails: 2 homemade, one commercially purchased**

**Nylon Hose Racket:** Pull a wire coat hanger into a diamond shape bending and closing the hook end to form the handle. Pull the nylon hose over the hanger to form the racket's face and tie the end around the handle. Cover the handle with tape to avoid any sharp edges.

Waste hose can be obtained from Sara Lee Hosiery. One box will contain approximately 240 waste hose. The cost is approximately \$10 per box for shipping and handling. Contact Sara Lee at the address below. Your request must be on school letterhead and state that it is for educational material use. The address is:

Waste Panty Hose  
c/o Sara Lee Hosiery  
1901 N. Irby Street  
Florence, SC 29501

***Other Resources for Improvised Equipment:***

Corbin, Charles B. and Corbin, David E., (1976). *Inexpensive Equipment for Games, Play, and Physical Activity*. Kendall/Hunt Publishing Company, Dubuque, IA.

Gallahue, David L. (1975). *Developmental Play Equipment*. John Wiley and Sons, Inc. New York, New York.

Stilwell, Jim L. (1987) *Making and Using Creative Play Equipment*. Human Kinetics Publishers, Inc. Champaign, IL.

Werner, Peter H., and Simmons, Richard A. (1990) *Homemade Play Equipment for Children*. AAHPERD Publications.



## **Alternative uses for equipment you may already have**

### **Balloons**

Use for playing catch as they are slower and easier to catch



### **Beach Balls**

Use for volleyball (slows the pace)

Use varying sizes to change the response from children (larger ones require more push)

### **Bean Bags**

For students with limited movement, tie fishline or a thin piece of elastic on corner of beanbag and then to wheelchair. The children can then retrieve the beanbags by themselves.

### **Bicycle Tires**

Use for same purposes as hoops (see hula hoops). These are often free from bike shops. Be sure to check thoroughly for safety purposes.

### **C Clamps**

Use to hang objects from the ceiling

### **Cardboard Boxes**

Hide objects or students in them

Build villages or towns

### **Clothespins**

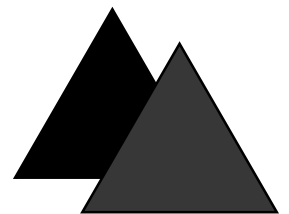
Use to identify parts of the body

Use to develop fine motor skills

### **Cones**

They can be used as batting tees

Create obstacles for over/under activities or scooter obstacle course (cut out two notches in the top and place a dowel rod between them)



### **Egg Timer**

Useful when taking turns, setting time limits for games, etc.

### **Folding Mats**

Use to create privacy screens to decrease distractibility

Stack and use as jumping platforms

Make tents with tunnels for children to crawl through



## Alternative uses for equipment you may already have



### Hanging Rope (with knot at end)

Children can pull themselves up to sit on the knot

When seated, they can swing

Pull to stand on knot and swing

### Hula Hoops

Hang from basketball nets and use as a target

Tape to the wall for a target

Use as a personal space marker

Pull child on scooter with hoop



### Jump Ropes

Tie to low eye hook in gym so child can pull himself on scooter

### Playground Balls, Fun Balls, Any Old Balls

Use the semi-inflated or old under-inflated balls to hang or roll. When balls are somewhat flat, you cut down on the teacher/child chase time.

### Ping Pong Balls

Blow across table to increase breath control

### Plungers

Stick to wall to hang balls or other objects

### Punch Balls

Use to develop skill training:

Hit back and forth with ping pong paddles on ping pong table

Use with bat in *softball* game

Substitute for volleyball

### Yarn Balls

A good introductory ball for young children as it is softer and decreases the fear of catching

### Whiffle Balls

Fill with jingle bells for music activities

Use different color whiffle balls for color activities



## Chapter Four: Finding time in the schedule

We know your schedule is busy, and now we're asking you to fit in one more thing. This does not have to be time consuming. Following are some simple ways to make movement activities a part of every day.

- **Greeting Time** (morning circle).

Give a clap to each other's names and repeat in unison. This can also be done with feelings (happy, funny, sad, etc.), days of the week, pets, etc. You can choose a theme for morning greeting time and incorporate it into this exercise.

- **Clean up Time:**

When the children are cleaning up, have them speak rhythmically.

Example: "We are the clean-up kids." "We're putting away the toys" (Farmer in the Dell tune). Make up your own chant to fit the situation.

- **Recall Time:**

*Example #1:* Adult asks a child to find something he or she worked with and show the other children how it was used. Everyone then imitates the child's actions and sings about what the child did to the tune of *This is the Way I Move* (see page 39).

*Example #2:* While children are sitting in a circle, an adult rolls a ball to a child and sings "David, David, catch the ball and tell us how you worked." Sing this to the tune of *This is the Way I Move* (see page 39). The child who just told what he/she had done then rolls the ball to another child and sings along with the adult.

- **Circle or Story Time:**

While playing music, an adult asks the children to choose different ways to move around the circle. A favorite rhyme can also be given a beat and the children can repeat the rhyme while moving around in a circle in the established beat. Story time can include singing or chanting parts of the story *Going on a Lion Hunt*.

**Clapping and  
saying the  
names**





**I can place  
my hand on  
top of my  
head as I  
climb out of  
the box**



- **Transition Times:**

As children move from one activity to the next, have them sing or chant songs or nursery rhymes. They can also move from one area to another by marching, clapping, etc. Music can be the cue to move to another area. Following are examples that allow you to incorporate movement into transitions.

### **Transition Activities**

#### ***Body Moves***

Move body parts in various ways (up, down, around, fast, slow, shake, twist, bend and unbend). Ask the children to follow you each time by saying, “Do this” (place hand on top of head). Then say, “Do this” (and place hands over ears), etc.

***The Kids Go Marching*** (sung to tune, *The Ants Go Marching One by One*) Begin singing and marching around the area. After one or two trials, the children learn what to do.

*The kids go marching one by one, hurrah, hurrah*

*The kids go marching one by one, hurrah, hurrah*

*The kids go marching one by one, oh we're having so much fun,*

*The kids go marching one by one.*

Other verses could include: The kids go jumping one by one

*...tiptoeing one by one...*

*...stomping one by one...*

*...quickly one by one...*

*...slowly one by one...*

#### ***Doo Bee Doo Bee***

Everyone is seated. The leader says, “Doo Bee, Doo Bee, do as I do.” The teacher then does an action and the children repeat it. You can also choose a child to select an action by saying, “Doo Bee, Doo Bee do as \_\_\_\_\_ does.”

#### ***Hello/Goodbye***

Everyone is seated on the floor, legs bent, fingers pointing up to say “Hello.” Say, “Goodbye” and lie down. Say “Hello” while you sit up and wave.





### ***Look What I See***

The teacher says, "Look what I see." The children respond, "What do you see?" The teacher states, "I see children \_\_\_\_\_". The children perform the action. For example, the teacher may say that he/she sees children jumping up and down. The children then begin to jump up and down until the teacher gives the signal to stop or says again, "Look what I see." (This can also be a relaxing activity if the teacher sees children resting under a shady tree, sleeping in a soft bed, floating on a light cloud, etc.)

### ***The Moving Song - (Sung to *The Farmer in the Dell*)***

Have the children perform the movements and try to sing along

We're jumping up and down,  
We're jumping up and down,  
We're having fun at preschool  
We're jumping up and down.

Repeat with other actions such as, Stretching to the Sky, Marching All Around, Kicking Our Feet Around, Bending from Side to Side, etc.

**We're  
stretching to  
the sky,  
we're  
stretching to  
the sky ...**

### ***Movement Cards***

Make a deck of movement cards (each card has a specific movement stated or pictured on it, such as gallop, crawl, hop, shake, wiggle, hands high, etc.). When it is time for the child to line up or move to another area, have a child select a card from the deck and then perform that movement to line up. To save time, one child may be selected to pull a card from the deck to decide how the whole group will move to line up or travel to the next area.



(**Note:** this activity may also be done by using a movement cube rather than the movement cards. The movement cube can be made by writing the names of specific movements on the sides of a cardboard cube and letting the children roll the cube to determine the movement to be used. The pattern for a cube can be found in the Appendix B.

### ***This is the Way I Move* (sung to tune *Here We Go Around the Mulberry Bush*)**

This is the way I touch my nose, touch my nose, touch my nose,  
This is the way I touch my nose, when I'm at \_\_\_\_\_  
(say name of center or preschool).

Other verses could include: This is the way I :

- jump up and down
- spin in a circle
- touch my toes
- sit on my spot
- balance on one foot
- hop like this
- stretch up high



## **Understanding personal and general space; Learning body control**

As we stated earlier, it is important that children understand the difference between personal space and general space and how to maintain control of their body while it is in motion. The following activities will help them to identify the difference between the two areas, work on body control and, most importantly, have fun learning. See page 11 for definitions of personal and general space.

### **Marching softly in personal space**



### **Personal space (or Self Space)**

Each child should be given a carpet square that will designate his/her home space (may need to have their name on them). Have the children perform various movements while on their personal spot:

- Can you jump on your spot?
- Can you sit on your spot?
- Can you kneel on your knees on your spot?
- Can you walk around on your spot?

Be creative and have students come up with their own activities to do on the spot. While doing these activities, reinforce that this is their personal space. It is important that children have a large enough personal space so they don't touch each other.

### **Traveling with personal space**

To help children understand that their personal space travels with them, they should move to various places in the room without running into each other or touching each other. On the signal, they return to their home personal space. For instance, they can pretend to be cars or motorcycles. If they touch another person, they must take their vehicle to the repair shop (a designated area where they can stop and rest for a few seconds while their vehicle is being repaired).



## Freeze

Use a commercially purchased Freeze song or simply have the students move around the room. On the freeze signal, they must stop all motion and FREEZE. For students that are not able to control their movement and freeze immediately, you may want to adapt the activity. When students have mastered this, have them perform other locomotor (movement) activities and freeze in different ways (freeze high, low, like a statue).

## Personal space (or self space) to general space

Following is an easy progression activity that will help children to identify the two areas.

**Task 1.** March in personal space (staying in one spot)

**Task 2.** March in general space

**Task 3.** March in personal space softly; then loudly; then quickly; then slowly

**Task 4.** March in general space softly; then loudly; then quickly; then slowly

**Task 5.** March in personal space with a bean bag on a body part (head, shoulder, elbow).

**Task 6.** March in personal space softly; then loudly; then quickly; then slowly; then with a bean bag on a body part (the head, shoulder, elbow)

**Task 7.** March in general space softly; then loudly then quickly; then slowly; then with a bean bag on a body part (the head, shoulder, elbow)





# Activities for 3- to 5-year-olds



The activities on the following pages are in order by themes. Within each group, you see that the activities are organized by four categories:

**Centers:** An area in the room for designated activities. Material and decorations in this area can promote the current theme.

**Small space:** A small area free of obstacles, such as a classroom, hallway, etc. that can be used for small group activities.

**Large space:** A large space, such as gymnasium, multipurpose room or outdoors, that can be used for group activities.

**Songs, Rhymes and Literature in Motion:** This is a group of activities that utilize book, rhymes and/or music. Depending on your space, they can be done in centers, small spaces or large spaces.

The following activities are a compilation of:

- 1) items used with permission from the sources designated in the bibliography,
- 2) taken from the personal files of the task force members accumulated over the years— original authorship is unknown,
- 3) from unpublished lesson plans and units used by the task force members, and
- 4) activities that can be found in many different sources and in many variations.

***The activities in this book support a range of skills and abilities for the targeted age group. The activities range from simple to complex to reflect the developmental skills of the children.***



# ALL ABOUT ME

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## Centers



### MY SHAPE

**Equipment:** Large sheets of paper, marking pen, crayons

**Activity:** Have one child lay on the paper and make a shape. A second child then draws around the shape created by child one. Child two then tries to lay down inside the lines created by child one's shape. The children then switch roles. To finish the activity, each child can color their tracing after drawing in specific features such as hair, eyes, clothes, etc.

**Variation:** Each child can cut strips of yarn and cloth and glue on various materials to make specific features such as hair, eyes, clothes, etc.

### THE BODY BOOK

**Equipment:** Pages from magazines depicting various body parts, scissors, glue sticks and sheets of paper.

**Activity:** Have the children cut out pictures of various body parts from the magazines. Have one page just for eyes, one for lips, one for legs. etc. When finished, staple the pages together to form a personal body book. Children can draw a picture of a person (or themselves) to make the cover of the body book.



# ALL ABOUT ME

## *Small Space*



### PANTOMIMES

**Equipment:** None

**Activity:** Children take turns acting out a physical activity and the other children guess the activity. Encourage the children to use different body parts in different actions. Example: "Who can act out an activity that uses our arms?"

**Variation:** The teacher leads and the children copy (they can copy and guess what the teacher is doing). The teacher should focus on large movements.

### IN AND OUT

**Equipment:** Hoop or rope for each child.

**Activity:** Each child sits inside their hoop or circled rope. The teacher then asks the children to put specific parts inside the hoop and specific parts outside. Examples: Sit in the hoop and put your one foot outside. Sit inside and put one hand outside, two hands inside, two feet outside, etc.

### LOOK AT ME

**Equipment:** A *magic wand*

**Activity:** Children are in a circle and singing the following song:

*Look at me,*

*Look at me, see what I can do.*

*Look at me, look at me*

*See if you can too.*

On the word "too," the teacher points the magic wand at one child. That child does an action and the other children copies the movement.

**Suggestions:** Encourage the children to do simple, one segment actions such as wave a hand, tap the floor with a toe, nod the head, etc. The teacher may wish to begin the activity by being the first leader for the group to set the tempo. The teacher should also verbally reinforce the action chosen by the leader.





# ALL ABOUT ME

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## *Large Space*



## SCOOTER ROO

**Equipment:** Personal space indicator for each child (hoop, rope, carpet square, etc.)

**Activity:** Children are standing or sitting on their personal space indicator. The teacher calls out a movement involving body parts and the child does the requested action. When the teacher says "Scooter Roo," the children quickly travel to a different personal space indicator and the game continues as before. Examples of body part relationships could include: Finger to toe; hand to head; finger to nose; pinkie to thumb; toe to nose; hand to knee; foot to ankle; elbow to knee; elbow to stomach; nose to knee; or wrist to ankle.



# ALL ABOUT ME

## *Songs, Rhymes and Literature in Motion*



### **WE ARE TRAVELING\***

**Tune:** Frere Jacques

**Equipment:** None

**Activity:** The children travel around the area utilizing the specified movement or motor skill.

*We are walking, We are walking  
through our space, through our space  
We will keep on walking, we will keep on walking  
then we'll stop, then we'll stop.*

Continue the action by running, jumping, hopping, leaping, stomping, tiptoeing, etc.

\*Kindergym Cookbook, Ontario Gymnastic Federation.

### **HERE WE ARE**

**Tune:** Mary Had A Little Lamb

**Equipment:** None

**Activity:** The children perform the specific action as the song is sung.

*Here we are at walking school  
walking school, walking school.  
Here we are at walking school  
where we learn to walk like this. (Children do a funny walk)*

*Here we are at twisting school,  
twisting school, twisting school.  
Here we are at twisting school  
where we learn to twist like this. (Do crazy twist)*

Repeat singing activity by using a variety of movement or motor skills such as galloping, skipping, turning, pushing, swinging, bending, etc.



## BOOKS/STORIES

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**Centers**

**Large Space**

**Small Space**

***(These can be modified to work in any of the areas)***



**BOOK: JUMP, FROG, JUMP**

**BY: ROBERT KALAN**

### **Danger! Danger!**

**Equipment:** Story props, book: *Jump, Frog, Jump*

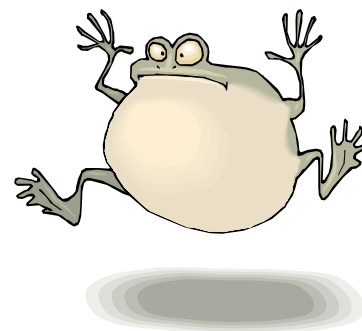
**Activity:** 1. Read the book to familiarize the children with the story and actions. 2. Read the story and have the children jump whenever you read “jump, frog, jump.” 3. Use the props and have the children act out the story as the frog jumps to catch the fly and escape from the fish, snake, turtle and net.

### **JUMP, FROG, JUMP (HAND MOTIONS)**

**Equipment:** Jump, Frog, Jump

**Activity:** Have the children do the following hand motions as you read the story:

- fly: one finger in the air
- fish: palms of hands together making a swimming motion
- frog: one hand jumping
- snake: hand and arm slithering
- turtle: two hands together with palms down
- net: throwing motion
- boys: chasing around
- frog caught in basket: hands together on the floor



## BOOKS/STORIES

**BOOK: JUMP, FROG, JUMP**

**BY: ROBERT KALAN**



### LEAP FROG

**Equipment:** Pillows or small boxes for rocks

**Activity:** The frog (child) places his/her hands on the rock (pillows or small boxes) and straddle jumps over the rock. The frog should land on his/her feet and prepare to jump over another rock.

### LEAPIN' LILY PADS

**Equipment:** Cut lily pads from green grip loc liner (shelf liner) or construction paper

**Activity:** Give each child a lily pad and have them do any of the following activities:

#### On/Over/Under The Lily Pad

- put on head, shoulder, elbow, knee, etc.
- sit on
- lay on: back, stomach, side
- kneel on
- stand on: both feet, right foot, left foot
- squat on like a frog
- make a bridge over

#### On/Off

- stand on/jump off with feet together
- stand on one foot and hop off
- squat on and jump off like a frog
- jump from pad to pad
- leap over the lily pads



## BOOKS/STORIES



**BOOK: ROSIE'S WALK**

**BY: PAT HUTCHINS**

(This book can also be used as a part of a "farming" unit. )

### ROSIE'S OBSTACLE COURSE

**Equipment:** As available

**Activity:** Create an obstacle course to parallel Rosie's actions with whatever materials and equipment are available:

**1. Rosie walked across the yard**

Walk across the room or play area; across a balance beam, line of gym mats or rugs

**2. Rosie walked around the pond**

Walk around any designated obstacle in the room

**3. Rosie went over the haystack**

Climb over stacked gym mats, pillows or any other low obstacles

**4. Rosie went through the fence**

Go through an opening created between chairs, tables, stacked blocks, gym mats, crawling tunnel

**5. Rosie went under the beehives**

Go under a table, net or any other raised obstacle

**6. Rosie got back in time for dinner**

Walk back to your place (seat)

### BARNYARD SIMON SAYS\*

**Equipment:** None

**Activity:** Lead the children in a game of *Simon Says* using animal movements.

For example, Simon could tell the children to moo like a cow, waddle like a duck, hop like a bunny, slither like a snake, fly like a bird, gallop like a horse, roll like a pig in the mud, etc.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## BOOKS/STORIES

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**BOOK: ROSIE'S WALK**

**BY: PAT HUTCHINS**



### BUILDING FENCE

**Equipment:** Milk cartons or cardboard block/boxes

**Activity:** The children use the blocks to build a fence as long or as tall as possible. Once the fence is built, have them:

- step over it
- jump over it
- walk around it
- stand inside/outside the fence

To conclude the activity, allow the children to run or roll at the fence to knock it down.



### CHICKEN WALK

**Equipment:** Cards with chicken *footprints* on them

**Activity:** Place the chicken footprints on the floor in a straight, curved, or zig-zag line. Have the children follow the footprints to find a reward at the end of the trail. Examples of rewards could be a plastic egg or it could be used as a transition activity to take the children to a different part of the room for a different activity.

**Variations:**

- Use cards of different colors to create 3 or 4 trails. Make the trails crisscross. Some of the trails can dead end with no reward at the end.



## BOOKS/STORIES

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**BOOK: JUMP, FROG, JUMP**

**BY: ROBERT KALAN**



### RHYTHM ANIMALS\*

**Equipment:** None

**Activity:** The children sit in a circle. An animal is named and the song is sung to a clapping rhythm. For each additional round of the song, a variation of clapping is used or added. An easy tune to use is the *Ten Little Indians* song.

*One little, two little, three little chickens.*

*Four little, five little, six little chickens.*

*Seven little, eight little, nine little chickens.*

*Ten little chickens on the farm.*



Slap thighs to the numbers, clap hands to the word *little*, and keep the sequence going. Clapping variations:

**2-Step:**

clap hands, slap thighs

clap hands, tap shoulders

clap hands, tap head

**3-Step:**

clap hands, slap thighs, slap floor

\*Busy Bodies - Thematic Early Child Movement Activities by Sewell & Trettin.

**Variation:** Move like the animals.

**BOOK: THE LITTLE ENGINE THAT COULD**

**BY: WATTY PIPER**

### BALANCING THE TRAIN\*

**Equipment:** Use a line on the floor or put a strip of tape

**Activity:** A group of four or five children form a train by standing one behind the other and holding each others' waists. By taking small steps, the train chug-chug-chugs along the line or strip of tape. See if the children can move the train backwards.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## BOOKS/STORIES

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**BOOK: THE LITTLE ENGINE THAT COULD**  
**BY: WATTY PIPER**



### LITTLE RED TRAIN\*

**Equipment:** Train music

**Activity:** Have the children sit down or stand in line and wait at the imaginary train station. *Chug* around the room as everyone recites the poem below. Each time you stop at the station, have the child at the head of the line hook on to your train. Continue until everyone is hooked on and has had a turn chugging around the room.

*Little Red Train chugging down the track,*

*First it goes down, then it comes back.*

*Hooking on cars as it goes,*

*Little Red Train grows and grows.*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### TRAIN STATION\*

**Equipment:** One hoop per child

**Activity:** Each child stands inside his/her own hoop and holds it waist high. The children then line up one behind the other and hold onto the front end of their own hoop and the back end of the hoop in front of them thereby connecting the train. Instruct the *train* to move forward, backward and sideways. The conductor can call for frequent stops and ask the *engine* to become the *caboose* so that each child gets to be the leader.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.





## BOOKS/STORIES

**BOOK: BROWN BEAR, BROWN BEAR WHAT DO YOU SEE?**

**BY: ERIC CARLE**



### BEAR CAVES POEM\*

**Equipment:** One towel for each child or use a parachute or sheet for the group

**Activity:** Read the following poem and do the fingerplay to go with it. When the children are familiar with the poem, give each one a towel (cave) and have them act out the poem using whole body movements. You can also use a large parachute or sheet instead of the individual towels.

#### Fingerplay:

*Here is a cave. ....* (bend fingers on one hand)  
*Inside is a bear ....* (put thumb inside fingers)  
*Now he comes out, to get some fresh air. ....* (pop out thumb)  
*He stays out all summer in sunshine and heat.*  
*He hunts in the forest*  
*For berries to eat. ....* (move thumb in a circle)  
*When snow starts to fall, he hurries inside*  
*His warm little cave and there he will hide. ....* (put thumb inside fingers)  
*Snow covers the cave like a fluffy white rug.*  
*Inside the bear sleeps all cozy and snug. ....* (place one hand over the other)

#### Whole Body Movements:

*Here is a cave. ....* (hold towel up)  
*Inside is a bear ....* (hide under towel)  
*Now he comes out, to get some fresh air. ....* (stick head out)  
*He stays out all summer in sunshine and heat.*  
*He hunts in the forest*  
*For berries to eat. ....* (creep around room)  
*When snow starts to fall, he hurries inside ....* (teacher tosses white fluff balls to simulate snow at children)  
*His warm little cave and there he will hide. ....* (again hide under towel)  
*Snow covers the cave like a fluffy white rug.*  
*Inside the bear sleeps all cozy and snug. ....* (lay down under towel and pretend to sleep)

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin..



## BOOKS/STORIES

**BOOK: BROWN BEAR, BROWN BEAR WHAT DO YOU SEE?**

**BY: ERIC CARLE**



### BEAR EXERCISES\*

**Equipment:** None

**Activities:**

- *Bear Growl* - Children stand or sit on the floor with legs crossed. They pretend to be big, fierce bears and growl, stretching their mouths big, and holding their hands up high to show their claws.
- *Bear Stretch* - The bears then reach for the sky and str-r-r-etch their arms up high. Reach with one arm, then with the other arm. Reach both arms as high as you can.
- *Bear Hug* - With children seated or standing, have them cross their arms across their chests and hug themselves as hard as they can rocking back and forth.
- *Bear Balance* - While in the bear walk position hands and feet touching floor in a crawling position (see Bear Walk activity next page), they lift one arm and hold; put it back down and lift the other arm and hold. Continue lifting each leg and then an arm and a leg at the same time.
- *Bear Flings* - While children are sitting or standing, have them touch their fingers to their chests, elbows bent. Then have them fling their arms back and to the sides until the arms are extended. Repeat the movement.
- *Bear Rolls* - Have children lie on their backs and hug their knees to their chests, tuck their chins under, and rock forward; then roll back and onto their shoulders. When they roll back, caution them to rest on their upper shoulders, not their necks. Have them roll forward and back five times.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### BEAR PAWS\*

**Equipment:** Bear paw prints

**Activity:** Cut bear paw prints and lay them on the floor in various patterns.

Children are to walk with their feet on the bear's paw prints. Have the paw prints go over/under obstacles of varying heights and through narrow spaces.

**Variation:** Let children cut out their own bear paw prints.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## BOOKS/STORIES

**BOOK: BROWN BEAR, BROWN BEAR WHAT DO YOU SEE?**

**BY: ERIC CARLE**



### **BEARS ON THE MOVE \***

**Equipment:** One hoop for each child

**Activity:** Each child pretends to be a bear in a cave (hoop) trying to go to sleep. The teacher says: "Now, this cave isn't very comfortable! Bears on the move!" At this signal, all bears crawl to another cave. Finally, after trying out several caves, the bears find a good cave and go to sleep.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **BEAR WALK\***

**Equipment:** Bear walk music (optional)

**Activity:** Children pretend to be walking bears by bending over, putting their hands on the floor, and walking with arms and legs straight. They should move the right arm and leg together, and the left arm and leg together.

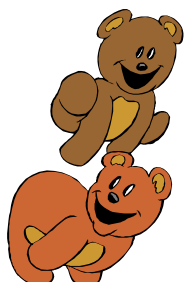
\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **FEED THE BEARS\***

**Equipment:** Beanbags or paper napkins, ice cream pail, stuffed bears

**Activity:** Children wad paper napkins into small balls or use beanbags (berries). Place the pail in the center circle with stuffed bears propped around the pail. The children lie on their stomachs 4-6 feet from the center and toss the paper napkins or beanbags (berries) into the bear's pail. After all *berries* have been fed to the bears, the children may retrieve the *berries* and repeat, changing positions or varying the distance.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## BOOKS/STORIES

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### *Songs, Rhymes and Literature in Motion (Rosie's Walk or any animal book)*



#### **BOOGIE WOOGIE BEAR\***

**Equipment:** *Boogie Woogie Bear* from Scelsa and Millang's *Preschool Fitness* album, optional: bear masks

**Activity:** Play the song and have the children move to the music. If bear masks are available, the children would enjoy wearing them while pretending to be bears.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



#### **MUSICAL BEARS\***

**Equipment:** Music and tape or record player, one carpet square, box, blanket, or hoop for each child

**Activity:** Play as in musical chairs but use carpet squares, boxes, blankets, or hoops rather than chairs. As the music plays the children crawl like a bear around the circle. When the music stops, each child must sit or stand on a carpet square, or crawl into a box or under a blanket. No one is eliminated. Repeat using various movements.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## BOXES

### Centers



### BOX TARGETS

**Equipment:** Boxes (size of your choice), butcher paper, markers, beanbags or yarn balls

**Activity:** This activity can be part of a large motor center and can be done in a couple of ways. First, using a good sized box, cover the front with a sheet of butcher paper. Draw a picture on the paper related to your unit (i.e. snowman, heart, tree). The children stand several feet from the boxes attempting to throw the beanbag or ball into the box. A few carpet squares several feet from the box can be used to designate where the children should stand. You can also cut holes in a large box to throw the beanbag through.

**Variation:** Use a variety of different sized boxes or blocks and have children attempt to stack the boxes or blocks. Then throw the ball or beanbag to knock over boxes/blocks. (This is a good activity to learn about building and how larger boxes need to go on the bottom, smaller ones on top to make the box tower stand.)

### BOX SLEDS

**Equipment:** Large, flat sheets of cardboard (like a box broken down), nylon or clothesline rope

**Activity:** Make two holes on one end of cardboard. Attach rope, like on a sled. The children then take turns with one child pulling the other child on the sled. You may want to designate a path for children to pull sled along.



## BOXES

### *Centers*

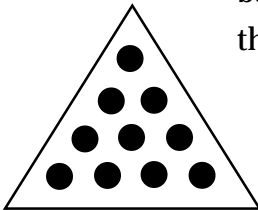


### Box BOWLING

**Equipment:** Oatmeal boxes or 1/2 gallon milk boxes, one sheet of poster board, one permanent marker, one to three balls (3-6" in diameter)

**Activity:** Cover boxes with construction paper. Draw around the shape of box on poster board so you end up with your shapes in a triangular shape, like bowling. You can do a variety of things with numbering boxes corresponding to circles on the posterboard. You may put a numeral on the posterboard circles and corresponding number of spots on the box.

Children can then match the numeral on the box to the number of spots on the posterboard when resetting their *pins* (boxes). You may want to put a numeral on the posterboard circles and number words on the pins. Again, children can match numeral to number words when resetting the pins. You may want to have one or two children set pins, a row of chairs for those waiting (to encourage turn-taking), and a carpet or spot to bowl from. You may also want to put two or three balls in a box near the carpet. Then the child knows when they have rolled all three balls, his/her turn is over. It helps the children be more independent in this activity.



# BOXES

## Large Spaces



### BOXES AND BODY AWARENESS

**Equipment:** One box for every child (or it may work with one box for every two children).

**Activity:** This is a teacher-directed activity where the teacher asks each child to put various body parts inside the box. For instance: put your hand in the box, put your heel in the box, put your head in the box.

**Variation:** The teacher uses various prepositional concepts such as - put your elbow **on** the box, put your foot **behind** the box, or put your wrist **under** the box.

**Variation:** A further variation is to ask the children to use various locomotor (movement) skills to travel away from or around the box. For example - "Can you **skip** to the door and back to the box?" or "Can you **jump** around the box?" or "Can you **run** to the chalkboard and **gallop** back to your box?"

### LET'S GO FISHING

**Equipment:** Small stick with a string tied to it, or a small fishing pole, magnet attached to pole, paper clips or juice can lids, construction paper fish, cardboard box covered with blue paper to represent fishing hole

Optional: boat as a prop for fishing

**Activity:** Cut out fish from construction paper (or posterboard). Attach a paper clip or juice can lid to each fish. Decorate the sides of the box with paper fish and seaweed shapes. Put fish with juice lid or paper clip in box. Children sit around their ocean and attempt to catch fish with magnet fishing line.

**Variation:** Another activity would be to put exercises on each fish and when three fish are caught, the children do those three exercises. You might add a die to be rolled to determine the number of times an exercise is completed, or match the exercise with it's corresponding picture on a chart laid nearby. On the corresponding picture you might write the number of times a child is to do the exercise.



## BOXES

### *Large Spaces*



### MUSICAL BOXES (CARS)

**Equipment:** One box for each child except one and appropriate start-stop music.

**Activity:** This activity is played similar to the old familiar game *Musical Chairs*. However, instead of using chairs, boxes are placed in the center of the circle as the children's vehicles. Children are instructed to move around the boxes as the music plays and when the music stops, children are asked to get into a box. The child left without a box may join the *peanut gallery* sitting on the side and cheering for the other children or moving on to the next activity. Start the music and watch the fun begin!

**Variation:** If children having difficulty playing this game with the whole group, half the group may be designated as the *peanut gallery* clapping and cheering for the half who are participating. When all but the last box are removed, the second half of the children go out to play while the first half of the children join the *peanut gallery*.

**Variation:** Children are not removed to the peanut gallery. Instead, they work together to get everyone on the boxes (e.g., sitting on laps, etc.)

### MUSICAL BOXES

**Equipment:** One large open box per child decorated with a theme

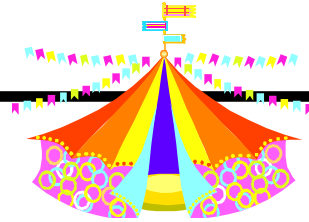
**Activity:** The game is played like musical chairs but using boxes instead of chairs and no one is eliminated. The children move with whatever movement (crawling, hopping, etc.) is designated and when the music stops, each child must crawl into a box.





# CIRCUS

## Centers



### TIGHTROPE WALKERS

**Equipment:** Balance beam, small umbrella

**Activity:** The children pretend to be tightrope walkers and take turns walking on a balance beam holding an umbrella.

### CLOWN BOWLING

**Equipment:** 2-liter soda bottles, Pringles can or bowling pins-decorated with clown heads (paper or felt); ball

**Activity:** Roll the ball to knock down the clowns. The ball can be rolled with different parts of the body (hands, feet, elbow, head, etc.).

### TUNA CAN STILTS

**Equipment:** See homemade equipment for directions to make Tuna Can Stilts (Chapter Three)

**Activity:** Children stand on the cans, holding the rope with tension. They can walk around while standing on top of the cans. Use masking tape to give the stilt walker a course to follow or place small pillows as obstacles for the children to walk around. Keep safety in mind. Obstacles should be harmless if children lose their balance and fall on them. The children could play follow the leader while walking on the cans to form a parade.

### BEAN BAG TOSS

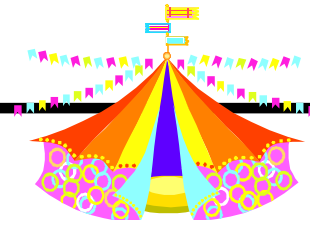
**Equipment:** Box (On the box, draw a clown head and cut a large hole for the nose)

**Activity:** Children take turns tossing a bean bag into the nose target. Additional holes could be cut for the eyes and mouth giving the children more targets.



## CIRCUS

### *Small Spaces*



### JUGGLING WITH SCARVES

**Equipment:** 2 scarves per child.

**Activity:** Have child toss one scarf in the air, then toss the other one catching the one that was in the air. Continue, alternating which scarf is in the air.

**Variation:** One scarf for each child, move in patterns (e.g. figure 8, etc.)

### CLOWN DRESS-UP RELAY

**Equipment:** 2 sets of similar clown suits, large shoes, hats

**Activity:** Divide children into two groups. One child in each group dresses like a clown, then performs an activity such as turn around three times, then undresses and prepares the clothes for the next *clown*. Continue until each child has had a turn.

### POPCORN

**Equipment:** Carpet squares

**Activity:** Discuss with children how you are going to pretend to make popcorn. Ask children to find their own home space and pretend they are a kernel of popcorn in a small bowl. Tell the children listen and do the actions and be prepared to be the popping corn:

“Now listen very carefully. First we pour oil in the pan and let it warm up. Then we pour in popcorn kernels. We shake and stir and the oil becomes hotter and hotter until the popcorn starts to pop, pop, pop. . . “  
(Children should be popping like popcorn.)

### COTTON CANDY PASS

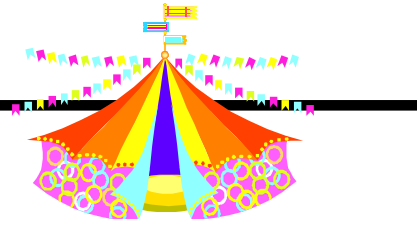
**Equipment:** Paper cone filled with pink cotton balls, circus music

**Activity:** Children sit in a circle and pass the cone, being careful not to spill the *candy*. When the music stops the person with the cone takes out one cotton ball. The game continues until the cotton balls are gone.



# CIRCUS

## Large Spaces



### VISIT THE CIRCUS

**Equipment:** Laminated circus scene for each child. Make sure there are 3-4 of each scene. Use copied pages from a coloring book or simple outlines of a clown, an elephant, a lion, a bareback rider on a horse, etc.

**Activity:** Each child places their scene on the floor, allowing several feet between each child. The teacher then gives the direction on how they are to move (hop, crawl, jump, walk, walk backwards, etc.) to a picture that matches the one they have. Continue this until the child has had an opportunity to move several different ways.

*Hint:* Have the children change scenes and they will continue as if this is a whole new game!!

### TIGHTROPE ACT

**Equipment:** Masking tape

**Activity:** Have children line up at end of masking tape *tightrope* on the floor. Call out directions such as these: “Walk the tightrope on your toes! Walk the tightrope on your knees! Walk the tightrope using your elbows! Walk the tightrope using your hands!” To get more use out of your space—the *tightrope* can have several turns, winding around. Make it long enough for all children to be on the tightrope at one time. It should be continuous so the group can go through several actions before ending.

### POPCORN MACHINE\*

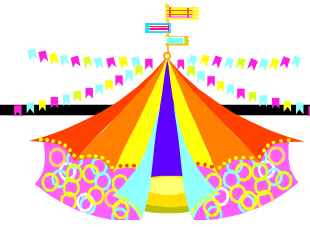
**Equipment:** Large cardboard box, wading pool, or other equipment that can be used to create a central area for 1-3 children and several soft balls (foam)

**Activity:** One to three children get in the *Popper* with all the balls. Upon a signal they begin to toss out the balls (popcorn). The remainder of the children must quickly retrieve the popcorn and return it to the popper. Tell them to pretend the popcorn is hot so they need to return it quickly. Allow different children to be in the popper and begin again. You can regulate the time in the popper with music. Since the children will be moving very quickly, remind them to be careful not to run into each other.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.  
Physical fun for little ones, 2001

# CIRCUS

## *Songs, Rhymes and Literature in Motion*



### **ELEPHANT ACTIONS**

**Equipment:** none

**Activity:** Have children pretend to be elephants and perform actions of song.  
Let children make up other verses.

Sung to: "The Mulberry Bush"

*This is the way we swing our trunks.....in the circus.*

*This is the way we stamp our feet.....*

*This is the way we swish our tails .....*

*This is the way we push heavy loads.....*

*This is the way we eat our peanuts.....*



# COMMUNITY HELPERS

## Centers



### THE FIREFIGHTER

**Equipment:** Scooterboard, climber, doll, jump rope

**Occupation:** Firefighter (*See outline for creating a fireman's hat in Appendix B.*)

**Activity:** This activity begins by reading a story about a firefighter or making up a story about the things a firefighter might be asked to do (like drive a fire truck, chop down a door, climb a ladder, rescue a baby, and so on). Once you have discussed the firefighter's role, take time to set up an obstacle course and act out the story. You might begin by having the children stand, pretend to grab the firefighter's pole and **slide down**, next **run** to the fire truck, **drive** to the fire, **climb** into the house (using a climber, steps or a ladder), put the fire out using your **hose** (or jump rope), and **rescue** the baby (or doll), **run** back to the fire truck (**scooterboard**) back to the station. Hooray! The firefighter saved the day.

### HAVE A HEART

**Equipment:** Pretend/play medical instruments of various types; teddy bear or doll

**Occupation:** Medical personnel (doctor)

**Activity:** The doctor gives the patient (Bear/Doll) a medical examination, listening to the heart, checking the ears, listening to the lungs, feel the muscles, etc. The doctor must then prescribe some healthy exercise for the patient and show the patient how to do the exercise correctly. The doctor can place a hand on the chest and feel his/her heart beating. The doctor then exercises and again feels the pulse (but now beating faster). Hopefully the patient gets a clean bill of health!



## COMMUNITY HELPERS

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### Centers



### THE EYES HAVE IT

**Equipment:** Discarded Halloween masks (some with the right side taped over, and some with the left side taped over); eye chart (see Appendix B);

**Occupation:** Optometrist

**Activity:** One child is the *doctor* while the partner is the patient. The doctor points to a letter on the eye chart and the patient points a finger in the direction in which the letter's legs are pointing. After three-four practices, the patient puts on one of the masks with one side taped over. The doctor again points to several of the letters and the patient responds by pointing a finger in the proper direction. After several more trials, the patient puts on the mask with the opposite side taped over. The children change roles and play again.

### OCCUPATIONAL CHARADES

**Equipment:** Cut out pictures of people in various occupations from magazines, newspapers, or clip art. Glue pictures on index cards.

(Optional: Laminate for longer use)

**Occupation:** Occupations that are on the cards (i.e. police officer, farmer, teacher, etc.)

**Activity:** One child picks a card from the deck and acts out the occupation. The other children try to guess the occupation. When the correct occupation is guessed, all children join in and act out the occupation. Repeat, letting a different child select a card.



# COMMUNITY HELPERS

## *Small Spaces*



### THE HOUSEWORK

**Equipment:** None required but props add to the activity

**Occupations:** Housekeeper, painter, groundskeeper

**Activity:** Discuss with the children the responsibilities of a housekeeper, a house painter and a groundskeeper. What tools do each use? If available, the teacher can hold up a tool and have the children guess which person would use the tool and how. Upon the completion of the discussion, lead the children in a story play involving each of the workers.

Items to include:

#### **Housekeeper:**

- puts on cleaning clothes
- dusts the furniture
- vacuums the floors
- cleans the windows
- does the laundry
- picks up objects on the floor
- irons the clothes
- makes the bed
- cooks the meals

#### **House painter:**

- puts on painting clothes, hat and gloves
- scrapes the old paint off
- sands the wood
- opens the paint can and stirs the paint
- uses a brush to paint the house
- climbs the ladder to paint up high
- uses a roller to stretch up to the highest part of the house

#### **Groundskeeper:**

puts on gloves, hat	waters the plants
and gardening clothes	trims the brushes
hoes the ground	cuts down the dead trees
pulls the weeds	sweeps the walks
plants the flowers	builds the fence



## COMMUNITY HELPERS

### *Small Spaces*



#### TRUCK DRIVER

**Equipment:** Beach ball or foam ball for each pair

**Occupation:** Truck driver

**Activity:** The children are in pairs, standing one behind the other. They must travel through general space together. If they chose to travel on the perimeter of general space, then they can go rather fast (super highway). If they go *down town* to the middle of general space, they must slow down. If the truck driver chooses to go backwards, both children must make beeping sounds while doing so. Once the children can travel together successfully enough to receive their transport license, they can go over to the shipping dock and pick up a load of materials (foam ball) to transport to the Midwest where it can be unloaded at another location. The ball should be kept between the two children. If needed, the second child (the trailer) can be allowed to carry the ball as long as the ball is still touching the cab (first child). Have the children change places after a few minutes.

#### LETTER CARRIER

**Equipment:** Groups of envelopes/boxes of different characteristics (different color, number, alphabetic letter, etc.); corresponding mail boxes which should be of the same colors, letters or numbers, etc. as the mail. (See Appendix B for artwork of mailbox).

**Occupation:** Postal employee

**Activity:** All of the *Mail* is placed in a pile in the room (the main post office). The children go to the main office, select a piece of mail and deliver it to the correct residential mail box (for instance, the red letter goes in the red mail box; or the pieces of mail with a 4 on them go into the 4 mail box). When all of the mail has been delivered, the mail can then be taken to the local mail drop box (cardboard box painted blue) to be sent to the main post office where it can again be delivered to the residential homes. The game could be modified by giving each child a paper bag to put several pieces of mail in while they are at the mail pile in the beginning of the game. The children can then deliver several pieces of mail before returning to the main office for more mail.





# COMMUNITY HELPERS

## Large Spaces



### AIRPORT

**Equipment:** None

**Occupation:** Air Tower Controller and Aircraft Pilots

**Activity:** The children are in a squat position, arms stretched outwards, scattered throughout general space. The *Air Tower Controller* is located in the center of the general space. When the *Air Controller* says, “Tower to Pilots, are you ready for take off?”, the Pilots say “YES!” and begin to taxi down their runways, gaining speed and height as they go until the planes are all flying throughout general space. If a pilot’s plane touches another pilot’s plane, both planes crash onto the floor (sit down). The other planes continue flying until the Air Controller announces, “Pilots—you’re clear to land,” upon which the pilots begin to slow down and come in for a safe landing. Emphasize SAFE landing—looking out for other planes, no landing gear sliding and keep under control. Keep the air travel time short during the beginning stages of the game and increase the time as the children become better pilots.

### JOBS IN OUR TOWN

**Equipment:** Large cardboard boxes

**Occupations:** Occupations related to the local community

**Activity:** Design objects on the boxes that relate to businesses in the community. Relevant photos from magazines or newspapers may also be appropriate to paste on the boxes. The teacher discusses each box’s occupation with the children. Topics such as specific names of employees, job characteristics, and special equipment can be explained. During this *walk through*, the children can also act out each occupation. As an added bonus while finishing the activity, the town becomes an obstacle course. The children begins at one end of town and travel to the other end by going through the businesses.



## COMMUNITY HELPERS

### *Songs, Rhymes and Literature in Motion*



#### OLD McDONALD HAD A FARM

**Equipment:** None

**Occupation:** Farmer

**Activity:** The children sing the song, *Old McDonald Had A Farm* and act out the different animals mentioned. For example, when you sing the part that Old McDonald had a horse, add these words:

With a Gallop, gallop here (children gallop- or do their rendition of a horse moving)

A gallop, gallop there

Here a gallop, there a gallop

Everywhere a gallop, gallop.

Etc.

**Variations:** Do other animals, such as: duck (squat walk); chicken (flap arms); mule (mule kick); cow (walk and sway); pig (all fours run); snake (crawl).

#### THIS IS THE WAY WE DO OUR JOB

**Equipment:** None, however suitable props adds to the activity

**Occupations:** Selected occupations of family members

**Activity:** Discuss the occupations of members of the children's families. For example, one child's parent may be a mechanic, a truck driver, a teacher, a car salesperson, etc. Decide what may be some appropriate actions to act out for each occupation. Then sing the following song, acting out the occupation. If a child had a parent who was an automobile mechanic, the song would go like this

(Tune: Here We Go Round the Mulberry Bush):

***If the parent is an auto mechanic...***

*This is the way we fix the car, fix the car, fix the car.*

*This is the way we fix the car*

*So you can drive it.*

***If the parent is a Dentist...***

*This is the way we check your teeth,*

*check your teeth, check your teeth.*

*This is the way we check your teeth*

*so you won't get cavities.*

*Repeat using the professions of other parents.*



# COMMUNITY HELPERS

## *Songs, Rhymes and Literature in Motion*



### MUSICAL OCCUPATIONS

**Equipment:** Music, picture cards of occupation, hoops or carpet squares.

**Occupation:** Determined by the teacher

**Activity:** This activity is performed like musical chairs except no one is ever eliminated from the game. Place hoops or carpet squares in a circle. Place an occupation card on the floor in front of each hoop or carpet square. The children walk around the circle while the music is playing. When the music stops, the children find a hoop or carpet square to sit or stand on. Each child then has to say the name of the occupation on the picture in front of them. Repeat several times.

### FRAN THE FIRE FIGHTER

**Equipment:** Paper firefighter hat (See Appendix B for diagram)

**Occupation:** Firefighter

**Activity:** Have the children put on the fire hat and act out the story of Fire Fighter Fran. Actions in the story play could include:

*waking up quickly to the fire alarm*  
*slide down the pole, hop onto the fire truck*  
*drive quickly to the fire with the siren on*  
*pull out the hose- spray the fire*  
*climb up the ladder (quickly up, slowly down while carrying someone)*  
*check to make sure the fire is completely out*  
*drive back to the fire station*  
*clean up/ eat a good meal/ stretch out/ go to bed.*

# COMMUNITY HELPERS

## *Songs, Rhymes and Literature in Motion*



### ***Other literature related to occupations:***

Move Over Mother Goose by Ruth Dowell  
Albert's Toothache by Barbara Williams  
Curious George Goes to the Hospital by Margret Rey  
Curious George Goes to the Fire Station by Margret Rey  
Albert the Running Bear's Exercise Book by Barbara Isenberg  
and Marjorie Jaffe  
One Cow Moo Moo! by David Bennett and Andy Cooke  
I Can Be A Truck Driver by June Behrens  
I Can Be A Pilot by June Behrens  
I Can Be A Nurse by June Behrens  
The Gym Teacher From The Black Lagoon by Mike Thaler  
Fire! Fire! Said Mrs. McGuire by Bill Martin Jr.  
Look At My World by Kathy Poelker



# CREATURES BIG AND SMALL

## Centers



### BEAR TOSS

**Equipment:** Various size teddy bears, hoop or target, carpet or spot to throw from.

**Activity:** Place a hoop several feet from a carpet or tape mark on the floor. You may place several hoops and spots to throw from in your large motor area, increasing the distance from which children throw at each target. Ask children to toss their bears into the hoop or to the target and count how many times they can accurately toss their bear to the target.

Another way to have children practice their throwing skills with their teddy bears is to have them throw their bears to each other. For younger children, it may be best if they do this one at a time. Older children may be able to catch and throw simultaneously. Again, use carpets or a tape mark on the floor to designate where children stand.

**Variation:** Ask the children to see how many times they can toss and catch the bear without dropping it, then record the number of catches on a piece of paper.

### MATCH AND SORT DINOSAURS

**Equipment:** Pairs of dinosaur pictures, pairs of dinosaur figures

**Activity:** Have children find the dinosaurs and match the pairs. The dinosaurs may be hidden in containers in the center. Picture clues may be used to locate the dinosaurs (similar to a treasure map).

### DINOSAUR BOWLING

**Equipment:** Bowling pins with pictures of dinosaurs, ball or bean bags

**Activity:** Have children set up the bowling pins. You may want to have tape marks on the floor to identify where the pins should be set. Children stand at least three feet away from the pins and either roll the ball or throw the beanbags at the pins.



## CREATURES BIG AND SMALL

### Centers



### DINOSAUR BEAN BAG TOSS

**Materials:** Dinosaur target, box or large container or hula hoops, beanbag

**Activity:** Have Children toss the beanbags at the target. To ensure success, have them begin close to the target and continue moving backwards as they hit the target. They should stand no further than six to eight feet away.

### CATCH A BUG IN A JUG

**Equipment:** 1 milk jug, rubber bug (available in toy department), and 2 pieces of yarn for each bug catcher.

To make catcher: cut off bottom of one gallon plastic milk jug. Tie one end of yarn around the rubber bug. Remove the lid from the milk jug, place other end of string in opening and screw on the lid.

**Activity:** Child holds handle of jug and swings forward to catch the bug in the milk jug. A 1/2 gallon jug can be used to increase the difficulty. Adjust the length of the string to the size of the children.

### BUTTERFLY HUNT\*

**Equipment:** Butterfly nets (purchased or homemade, see below) or aquarium nets, paper butterflies

**Activity:** Go on a butterfly hunt. Make butterfly nets by bending out wire coat hangers into a circle and attaching a citrus net bag or use purchased nets. Be sure to wrap the handle part with tape to eliminate any rough edges. Throw paper butterflies into the air and catch with the net. Discuss safety with children before beginning activity. If the weather is nice and the butterflies are out, go on a real butterfly hunt.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



# CREATURES BIG AND SMALL

## Centers



### PICK A PET

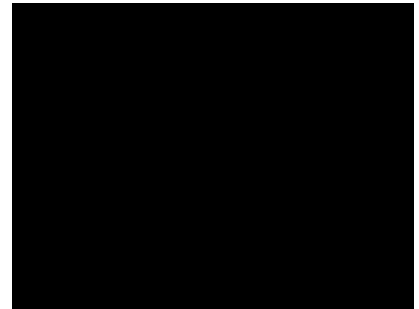
**Equipment:** Simple drawings of pets on paper (laminated), beanbag

**Activity:** Tape papers to floor, lotto style (rows and columns, tic tac toe style), to create a target. The child stands back several feet and tosses a beanbag at the target. To retrieve the bean bag the child moves like the animal that the bean bag landed on.

### PET PLAY

**Equipment:** Simple headbands from 2 inch-wide strip of paper with different ears, or a picture of a pet, etc.

**Activity:** Children wear headband to role play chosen pet.



### KITTEN CATCH

**Equipment:** 12-18 inch piece of yarn

**Activity:** One child moves and wiggles a piece of yarn. Second child tries to catch string. Use a variety of methods to catch the yarn:

1. use palms only-no fingers.
2. with feet, while lying on back
3. with arms



# CREATURES BIG AND SMALL

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## *Small Spaces*



### **PRETEND TO BE ... \***

**Equipment:** None

**Activity:** The children pretend to be the following pets and perform the following actions:

#### **Dogs**

1. Wag your tail like a dog.
2. Shake hands with me when I come to you.
3. Pretend to bury a bone.
4. Roll over.
5. Beg.
6. Pretend you have a hurt foot and walk around the room.

#### **Cats**

1. Play with a toy.
2. Sneak up on a mouse or a bird.
3. Curl up to go to sleep.
4. Wake up and stretch.

#### **Birds**

1. Swing on your swing.
2. Eat birdseed.
3. Look at yourself in the mirror.
4. Flap your wings.
5. Fly.
6. Sing like a bird.

#### **Turtle**

1. Curl up inside your shell.
2. Poke out your head and catch a mosquito.
3. Walk slowly - use knees and elbows.

\*Busy Bodies - Thematic Early Childhood Movement Activities.





## CREATURES BIG AND SMALL

### Large Spaces



#### CATERPILLAR SHUFFLE\*

**Equipment:** None

**Activity:** The children sit on the floor, one behind the other with their legs outstretched. Each child sits between another child's legs, grasping the ankles of the child behind. The children then hip walk forward doing the *caterpillar* shuffle along the floor.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

**Variation:** Children can do it independently without forming a line

#### BEES IN THE BEEHIVE\*

**Equipment:** None

**Activity:** Divide the children into groups of threes. Have two children in each group hold hands to form a *beehive*. The third child stands inside the beehive as a *bee*. When a signal sounds, have the bees run to new hives. Repeat the action, letting the children take turns being hives and bees.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### EGGS TO BUTTERFLIES\*

**Equipment:** None

**Activity:** The children act out the life cycle of a butterfly beginning with the egg.

1. Ask them to make themselves as small as they can, becoming a tiny egg under a leaf. (Considering having half the children act as eggs, while the others kneel over them as leaves.)
2. The eggs then turn into long and tubular caterpillars. Ask the children to show you how caterpillars move. Can several children join together to form one long caterpillar?
3. Next, the children experience the motionlessness of being a chrysalis, either by lying on the floor or pretending to hang from the branch of a tree.
4. Finally, the children move like butterflies, whether in flight, drinking nectar from flowers, or resting at night, with wings in a vertical position.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## CREATURES BIG AND SMALL

### *Large Spaces*



### **THE BUTTERFLY\***

**Equipment:** None

**Activity:** The children sit on the floor with legs in front and soles of the feet together (butterfly wings). Tell the children they are butterflies and that you are going to fly to (choose a destination). Point out that they will see things as they fly. On a given signal, everyone begins to fly by moving the knees and arms up and down in a flying motion. Point out different towns or objects on the way to (the destination).

When you arrive at the destination, ask the children if they are tired and then have them bend forward and rest by putting their head down on their feet (keep soles of feet together). Have them stretch by extending legs and attempting to touch toes. Then begin the flight back by again moving knees and arms up and down. Rest when you get back to school again.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **PET EXCHANGE\***

**Equipment:** Small pictures of pets or small plastic animals

**Activity:** Play this game like *Fruit Basket Upset*. Every child represents one pet (assign at least two children to each pet). The picture or plastic animal is just used as a reminder to the child of which pet they are. A caller states the name of the pets, one at a time. The children sit in a circle and exchange seats when they hear the name of the animal they represent. As seats are exchanged, the children imitate the animal's movements. For example, when cat is called, the cats crawl to each other's now vacant seats. When bird is called, the birds flap their wings as they exchange places.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## CREATURES BIG AND SMALL

### *Large Spaces*



#### **PET WALKS\***

**Equipment:** Pictures of pets, carpet squares or placemats, music

**Activity:** Lay carpet squares or placemats in an open area. Each child chooses a carpet square for their home. Explain that when a pet picture is shown or a type of pet is called out the child then becomes that animal and must move between their homes as the music plays. When the music stops they must return to their own home.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### **DOGGY, DOGGY, WHO HAS THE BONE?\***

**Equipment:** Bone shaped dog toy or block to represent a bone

**Activity:** The children sit in a circle with one child outside the circle with the bone. The children in the circle chant "Doggy, doggy, who has the bone?" The child outside the circle walks around the circle and places the bone behind another child. When the bone is placed, that child picks it up and tries to race the first child around the circle back to the empty spot. Play continues until all have had a turn to run.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### **CAT, CAT, DOG**

**Equipment:** None

**Activity:** Played like Duck, Duck Goose. Children sit in a circle. One child (the cat) is outside the circle. This child touches each child's head saying, *Cat, cat, cat, cat, DOG*. If the child is touched when DOG is said, he/she must get up and chase the other child who is racing around the circle to the vacated spot. The game continues with the DOG now becoming the cat and touching the other children's heads. Continue until all have had a chance to run.



## CREATURES BIG AND SMALL

### *Songs, Rhymes and Literature in Motion*



#### **GOLDFISH\***

**Equipment:** Two fish cutouts for each child

**Activity:** Tie or tape fish cutouts to both feet of each child. The children are seated on the floor with feet extended. The children lift legs one at a time for verses 1 & 2, and use both legs during verse 3.

- 1) One day a goldfish was swimming in the aquarium.  
He swam up and down and all around.  
He swam home and far away.  
He even swam in circles!  
One day a little boy/girl caught him in a net so s/he could clean the aquarium.  
And the goldfish said, "Let me go! Let me go! Let me go!"  
And the little boy/girl let the goldfish go, and it swam away.
- 2) Repeat the verse, switching legs
- 3) Repeat the verse, substituting two goldfish and *they* and *us* where appropriate

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## CREATURES BIG AND SMALL

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### *Songs, Rhymes and Literature in Motion*



#### **I'M A LITTLE LADYBUG\***

**Equipment:** Plastic or paper ladybugs or a bead or pop bottle cap to represent a bug

**Activity:** The children act out the movements to the following, sung to the tune of *I'm a Little Teapot*.

I'm a little ladybug on the go,  
Landing on an arm, now an elbow.  
See me fly around and around your hand,  
Now watch as on your thumb I land.

I'm a little ladybug searching for some toes,  
But watch me quickly land on your nose.  
Now I look around and head for your hair,  
I muss it up a bit, then pat it down with care.

I'm a little ladybug looking for a knee,  
I'm just so happy you're not bugged by me.  
Now you see me heading for your chest,  
This little ladybug needs some rest.

**Caution:** Know your group of children. Don't use small objects if children place them in their mouth.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## CREATURES BIG AND SMALL

### *Songs, Rhymes and Literature in Motion*



#### THE VERY HUNGRY CATERPILLAR\*

**Equipment:** The book, *The Very Hungry Caterpillar* by Eric Carle

**Activity:** The children will act out the following scenes from the book:

1. Pop up out of egg and begin looking for food, crawling like a caterpillar, pulling with feet and pushing with hands.
2. Eat lots of food. Continue to crawl and eat more food.
3. Tummy ache, hold stomach in rocking motion. Expression of being sick.
4. Eat one nice green leaf. Rub tummy and show happy face and feeling of contentment.
5. Spin cocoon as you move your body round and round. Curl up and stay for two weeks.
6. Slowly squeeze through cocoon.
7. Spread beautiful wings and fly to flower, tree, and mountain.
8. Settle on grass and fold *wings* together over head.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### SAMMY\*

**Equipment:** Recording of *Sammy* by Hap Palmer

**Activity:** The children listen and move like the animals that Sammy wishes he were: bird, bunny, frog, fish, bug. Children end with walking like themselves!!

\*Sally the Swinging Snake, Hal Palmer, PO Box 392, Freeport, NY 11520



## CREATURES BIG AND SMALL

### *Songs, Rhymes and Literature in Motion*



#### **PERCIVAL THE PARROT\***

**Equipment:** Recording of *Percival the Parrot* from Hap Palmer's *Sally the Swinging Snake*

**Activity:** The children follow Percival's instructions and move in the direction he names. The actions by verse are:

1. look
2. look a little faster
3. move your shoulders
4. move your hips
5. move your whole body

Children are instructed to do the action to the front, back, side, up, down and circle all around.

\*Sally the Swinging Snake, Hal Palmer, PO Box 392, Freeport, NY 11520

#### **OTHER OPTIONS:**

Fun with Action Stories, Physical Activities and Pantomimes for Young Children, Joan M. Daniels, T.S. Denison and Company, Inc, 1982, has a collection of very short stories that highlight movement activities for the children to do as the stories are read. The titles include:

1. Wendy and Mitzi Play Tag (Kittens)
2. Gilly Guppie (Fish)
3. Teddy, the Hamster
4. Mitzy and the Rug (Kitten)



# CREATURES BIG AND SMALL

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## *Songs, Rhymes and Literature in Motion*







### **BOOK: AND TO THINK THAT I SAW IT ON MULBERRY STREET**

**Equipment:** Cones; pictures related to the story; scooterboard

**Activity:** Set up the cones for children to move around. Each cone has a picture taped on it (animals, objects for the letter of the week, cars....). Children move around the cones on scooters and try to look at as many pictures as they can. At the end of the course have a large sheet of paper with all the possible pictures and have children identify the pictures they saw.

\*On the Loose with Dr. Seuss, Robin Olberding.

### **BOOK: CAT IN THE HAT\***

**Equipment:** As designated

**Activities:**

- Children balance a bean bag on a designated body part and move around the room; change body positions (i.e., go from standing to kneeling, to sitting on the floor....)
- Using various hats as targets, throw a variety of objects into the hat (yarn balls, bean bags, nerf balls, paper balls, small stuffed animals- especially fish)
- Place "Cat in the Hat" hats over small cones and have children move around them. They can: gallop, march, hop, jump, skip around the hats. Scooter boards may also be used. Children can sit on the scooter or lie on their stomach moving forward and backwards around the hats.
- Scatter a variety of objects around the room and direct children to pick up the objects, one at a time, and toss into a box to help *clean* the room. Different movements (gallop, march, hop, jump, skip) may be used to clean the room.

\*On the Loose with Dr. Seuss, Robin Olberding.



### **BOOK: THE 500 HATS OF BARTHOLOMEW CUBBINS\***

**Equipment:** As designated

**Activities:**

- Write an activity idea paper-hat cutouts and scatter them around the room. Have each child run to a hat and do the activity on the hat (use picture symbols).
- Scatter a variety of hats at one end of the room. In relay lines, have one child from each line run, choose a hat, bring it back to the line and stack the hats on top of each other. Continue until all of the hats have been retrieved.
- Place a variety of hats in a large bag. Pull out a hat one at a time and have children act out what the hat wearer may do (fireman's hat, policeman's hat, hard hat, party hat, band member's hat, baseball cap...)
- Have children balance a beanbag on top of their head and move around the room.

\*On the Loose with Dr. Seuss, Robin Olberding.

### **BOOK: THE FOOT BOOK\***

**Equipment:** As designated

**Activities:**

- Kick a ball to a target. Use a variety of balls. Targets can vary from a soccer net, large box, between 2 cones or chairs, or whatever is available in your center. Begin close to the target. This can be done indoors or outside.
- Practice big kicks and small kicks. This should be done with LOTS OF SPACE to ensure safety. Lightweight balls may be used also.
- Make various walking patterns with footprints, pictures, taped lines, ropes laid on the floor, etc. Children follow the different walking patterns.
- Play the song, "Late Last Night" by Joe Scruggs while the children act it out.
- Place on the floor various textures on which to walk (carpet samples, bubble wrap, smooth surfaces). Children remove shoes and explore different textures with bare feet.

\*On the Loose with Dr. Seuss, Robin Olberding.





### **BOOK: GREEN EGGS AND HAM\***

**Equipment:** As designated

**Activities:**

- Beans & Ham -Toss bean bags to a ham or pig target. Have the children begin close to the target to ensure success.

\*On the Loose with Dr. Seuss, Robin Olberding.

### **BOOK: HOP ON POP\***

**Equipment:** As designated

**Activities:**

- Set up an obstacle course in the room. Have children move over, under, around and through objects. Cones, chairs/tables, tunnels, carpet squares can be used as objects in the course. Demonstrate to the children before beginning and allow them to move through at their own pace.
- Do the Bunny Hop - an easy way to teach this is: 3 slow knee bends, 3 quick jumps and gallop or 3 slow knee bends, 1 jump forward, backward and forward 3 times.
- Using polypots or carpet squares, set up different patterns and encourage children to hop (on one foot) from one spot to another. The same activity can be done with jumping (feet together).
- Set up a hopscotch pattern and teach the game of Hopscotch. You can use pictures of the children or other characters in the squares and have the children identify the character as they land in a square.
- Popcorn Activities:
  - ◆ The children are seated and hold onto the parachute which has the balls (popcorn) placed in the center. Pretend this is popcorn frying in a pan- it sizzles, sizzles, sizzles and then pops. Shake the parachute until all of the popcorn has popped.
  - ◆ The children pretend to be kernels of popcorn. They begin in a crouched position, sizzle, and eventually pop up in the air.

\*On the Loose with Dr. Seuss, Robin Olberding.

## **DR. SEUSS**

### ***Songs, Rhymes and Literature in Motion***



#### **BOOK: HORTON HATCHES THE EGG\***

**Equipment:** As designated

**Activities:**

- Play the ELEFUN game (available in toy stores)
- Walk like an elephant- interlock fingers, bend over and use the arms as a trunk.
- Eggsercize cards- use plastic eggs. Write/draw a movement on a piece of paper and put in each egg. Scatter them around the room. Have children hunt for the eggs, open them and perform the movement.
- Toss plastic eggs into a basket.
- Roll plastic eggs, toss and catch plastic eggs.

\*On the Loose with Dr. Seuss, Robin Olberding.

#### **BOOK: THE LORAX\***

**Equipment:** As designated

**Activities:**

- Use leaf cutouts as bases. Place leaves around the room, have children perform various locomotor movements from leaf to leaf.
- Using leaf cutouts of basic colors, have children match colored leaves while doing various locomotor movements. Scatter the leaves around a small area, call out various body parts and have them touch a colored leaf with the body part (touch elbow to a red leaf).
- Use real or silk leaves, have children put them on various body parts. Can you blow the leaf off each body part? How can you move the leaf around the room? Can you blow the leaf like the wind?
- Warm fuzzies can be given to each child after completing each task. Use colored cotton balls and a spot of lotion. Put the fuzzies on the child's arms.

\*On the Loose with Dr. Seuss, Robin Olberding.





**Book: Mr. Brown Can Moo! Can You?\***

**Equipment:** As designated

**Activities:**

- Perform a variety of animal movements. Jump like a bunny, slither like a snake, bear crawl, crab walk, crawl like a cat/dog, fly like a bird....
- Barnyard Noises. Give each child an animal, limit the choices to four to five different animals. Have each child move and make the sound of their animal and try to locate their group of similar animals (cow, chicken, cat, bear, bird ...).
- Animal Hunt. Scatter different animals or animal pictures around the room. Have each child move to an animal, look at the picture and perform a movement similar to the animal. Have each child try to perform as many animal movements as possible.
- Lion Hunt or Bear Hunt

\*On the Loose with Dr. Seuss, Robin Olberding.

**BOOK: MY MANY COLORED DAYS\***

**Equipment:** As designated

**Activities:**

- Parachute. Work on exchanging places when different colors are called.
- Musical spots. Similar to musical chairs but use spots or carpet squares. Do not eliminate children. Eliminate one spot at a time and have children share spots.
- Show picture cards of emotions and move like the emotion. Stomp like you're mad, move like you're happy, ...
- Sing "If You're Happy and You Know It." Have children come up with other verses.

\*On the Loose with Dr. Seuss, Robin Olberding.





**BOOK: OH THE PLACES YOU'LL GO\***

**Equipment:** As designated

**Activities:**

- Scooter activity. Have children follow lines around the room. Roads and other traffic equipment can be used. Have children move the scooter from a seated position (forward and backwards) and from a prone position.
- Play "Follow the Leader."
- Zoom rope (See Chapter Three) Use a nylon rope with a 12" PVC tube running through it. The ends are held by two people and the runner holds the tube and runs from one end to the other.
- Box cars. Create individual cars from cardboard boxes that the children stand inside. Follow the same activity as in #1.

\*On the Loose with Dr. Seuss, Robin Olberding.

**BOOK: ONE FISH TWO FISH RED FISH BLUE FISH\***

**Equipment:** Fish shapes, stuffed fish toys, fishing pole (see below), bowl

**Activities:**

- Children stand on a designated spot or behind a designated line and toss the fish shapes into the bowl. Work on tossing underhand and overhand.
- Put pictures or write words or tasks on fish cutouts and then glue a juice can lid on each. Tie a string to a dowel rod to make a fishing pole and attach a magnet to the other end of the string. The children *catch* a fish and then identify the picture or word or perform the task.
- Children perform various locomotor movements and bring objects (one at a time) and place them into a hoop of the same color. All red objects are to be put in the red hoop, etc. A Twister mat may also be used to help with matching.

\*On the Loose with Dr. Seuss, Robin Olberding.



# FARMING AND FARM ANIMALS

## Large Space



### BARNYARD WALK

**Equipment:** None

**Activity:** Here is a story you can tell while children move according to the action words. You may want to use word cards or write out the action words for those early readers. Have children begin in a circle, acting out the action words. The story -

“We’re at grandma’s house and we’re going outside. **Walk** to the door.

**Open** it up and **shut** it. **Bang!**

**Run** to the barn, **hop** in the hay.

**Climb** up the ladder to the hay loft.

**Jump** through the hole to below.

**Run** to the pig pen. **Climb** over the fence.

**Chase** the baby pigs. **Climb** over the fence.

**Run** to the duck pond. **Tiptoe** up behind the baby ducks. **Stop!**

Try and catch one. Oh no! I’m all wet!

**Listen**, grandma’s calling. **Run** up the path, then **jump** over the fence.

**Slide under** the wagon, and **skip** to the house.

**Slam** the door, then wash our hands and **sit down** for *lunch*.”

### FARM ANIMAL FUN

**Equipment:** None

**Activity:** Talk about where different farm animals live and what products come from various animals. Children can be encouraged to follow up this discussion by acting out how farm animals move. Here are a few examples to get you started: Rabbits hop, ducks waddle, cows walk on four feet (creep on hands and knees), turkeys wiggle their necks back and forth.



## FARMING AND FARM ANIMALS

### Large Space



### LOOKING FOR MOTHER (This could be used in a small or large space)

**Equipment:** None

**Activity:** Choose one child to be a specific baby animal (chick, pig, calf). Have that child leave the room. The remaining children pretend to be different mother farm animals including one who is the mother chick, mother pig or cow. The children walk/move around the room making the sounds specific to their animal. Ask the child who left the room to return and listen for his/her mother. When the baby animal finds his/her mother, ask another child to pretend to be a different animal. Continue the game until each child has had a chance to search for his mother.

### THREE BILLY GOAT'S GRUFF BRIDGE

**Equipment:** Book *Three Billy Goat's Gruff*, large wooden building blocks, balance beam boards or wider boards for making bridges

**Activity:** Once you have read/introduced the story of the "Three Billy Goat's Gruff", put out the large wooden building blocks and balance beams (or wider boards) in your large motor center. Encourage children to build their own bridges and act out the story of *Three Billy Goat's Gruff*. This gives the children practice at building bridges, as well as, working on their dynamic balance skills. It is also a good time to observe whether children can walk heel-toe forward and backward on the balance beam. Footprints can be taped to boards or balance beams to **encourage heel-toe walking (put one foot in front of the other. The heel of the front foot touches the toes of the rear foot.**

**Variation:** Don't touch heel to toe.





# FARMING AND FARM ANIMALS

## Large Space



### DISAPPEARING DUCKS

**Equipment:** None, optional: ducks, feltboard

**Activity:** This activity is an extension of the song “Five Little Ducks Went Out to Play.” You can use ducks on a felt board (one for each child as they act out this activity). Have the children pretend to be little ducks and line up behind the leader who leads them around the room, waddling as you go. (A couple of large mats can be used to create a hill to waddle over.) Begin the song with the number of children playing. For eight players start the song as follows: *Eight little ducks went out to play, over the hill and far away, Mother duck said ‘Quack, quack, quack,’ and only seven little ducks came waddling back.*

As the leader waddles around the room, they should go behind a partition made up of a row of chairs, a table or a long piece of furniture. Have the child at the end of the line crouch behind the partition while the other children continue to follow the leader. Keep repeating the song, each time leaving a child behind. (As the leader waddles by the felt board, remove one duck each time.) When all the children are behind the partition, change the last line of the song to read: *And no little ducks came waddling back.* Then recite the verse below and have all the children come waddling out back to their spots.

*No little ducks came out to play,  
Over the hill and far away,  
Mother duck said ‘quack, quack, quack,’ (loudly)  
And eight little ducks came waddling back!*



## FARMING AND FARM ANIMALS

### *Songs, Rhymes and Literature in Motion*



#### THE FARMHOUSE\*

**Equipment:** None

**Activity:** You might begin this activity by telling the children, “Today, we will visit the farm.” You might also explain to the children, “Farms consist of large areas of land that can be used to grow food and raise animals. The first farmer raised just enough crops to feed their families. They used wooden plows pulled by horses. Today many farms are gone, but we still have a few farmers who raise crops and animals to sell.”

1. The farmer awakens early in the morning to milk the cow. Help him by **squatting** and **sitting** on the milking stool. Show me the **movement** we use to milk the cows.
2. The farmer enjoys plowing and working in the garden. Let’s pretend to **drive** the tractor through the rows of vegetables. **Grasp** the steering wheel tightly as you move over the bumpy land.
3. Can you use **one arm** to show me how a tractor plows the land?
4. Let’s **throw** feed to the baby chicks.
5. Make believe you are using a shovel and **dig** a hole. Now **plant** a seed and **cover** it with dirt.
6. Show me the **action of a sprinkler** watering the garden. **Stretch** your body upward like the vegetables when they grow.
7. Let’s pretend to **lift** bales of hay from the fields. **Place** the bales on a large truck.
8. Show me how you can **swing** an axe downward to chop wood.
9. Who can **pump** water from the deep well?
10. Can you tidy up the farmyard by **pretending to rake** leaves into a pile?
11. Imagine you are using a **hammer** to fix the barn door. Let’s pretend that one of the walls in this room is the barn door.
12. Can you **skip** along the berry patch? **Stoop** low to the ground to fill a basket with strawberries.
13. See the ladder leaning against the apple tree. Can you use your arms and legs to **climb** the ladder? **Stretch** forward and **fill** a basket with apples.
14. Who can **swing** a rope like the ranchers who herd the cattle to the barn?
15. We are all done. Can you **drive** the tractor back to the machine shed, **walk**, sit down in your chair and **drink** some ice cold lemonade, ahhhhh!

\*My Neighborhood Movement Challenges. Reprinted with permission of the National Association for Sport and Physical Education (NASPE), 1900 Association Drive, Reston, VA 20191-1599.



# FARMING AND FARM ANIMALS

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## *Songs, Rhymes and Literature in Motion*



### DAY AT THE FARM

**Equipment:** None

**Activity:** (This song is sung to the tune of “Skip to my Lou.”)

*Cow's in the pasture, moo, moo, moo.*

*Cow's in the pasture, moo, moo, moo.*

*Cow's in the pasture, moo, moo, moo.*

*That's what a (cow) likes to do.*

*Flies in the sugar bowl, shoo, shoo, shoo. . .*

*Cat's in the buttermilk, mew, mew, mew. . .*

*Mice in the breadbox, chew, chew, chew . . .*

*Birds in the bushes, coo, coo, coo. . .*

*Pigs in the parlor, oink, oink, oink . . .*

*Rooster's on the fence post, cock-a-doodle doo . . .*

**Variation:** You can add a final verse to transition children for large group.

It might go something like this:

*Farmer's on the front porch, rock, rock, rock . . . (or sit, sit, sit as children sit down in their space).*

**Variation:** Locomotor movements could be added for each animal and children could be asked to perform **locomotor movements in their space or across the floor**



## **FARMING AND FARM ANIMALS**

### ***Songs, Rhymes and Literature in Motion***



#### **CAN A PIG DANCE A JIG**

**Equipment:** None

**Activity:** Children are standing.

Dance jig, in place: *Can a pig dance a jig?*

Stroke hair: *Can a wag wear a wig?*

Jog in place: *Can a dog do a jog?*

Hold a steering wheel: *Can you drive in a fog?*

Stand tall: *If you can, you're a man*

Shake head no: *Not a sausage in a pan;*

Stroke hair: *Not a wag in a wig;*

Jog in place: *Not a jigging, jogging pig!"*

#### **BARNYARD SONG**

**Equipment:** None is needed, but you might want to make construction paper masks to go along the various farm animals.

**Activity:** Children can be asked to sing the following song to the tune of "The Wheels on the Bus," while moving like each farm animals and making their correct sound.

*The cow in the barn goes moo, moo, moo.*

*Moo, moo, moo. Moo, moo, moo.*

*The cow in the barn goes moo, moo, moo,*

*All around the farm.*

*The pig in the pen goes oink, oink, oink . . .*

*The hens in the coop go cluck, cluck, cluck . . .*

*The rooster on the fence goes cock-a-doodle-doo . . .*

*The ducks on the pond go quack, quack, quack . . .*

*The lambs on the hill go baa, baa, baa . . .*

*The bunnies in the hutch go (silently wiggle nose with finger, jump three times and sit down on spot).*



# NURSERY RYHMES

## Centers/Large Space



### PETER PETER PUMPKIN EATER\*

**Equipment:** Blown-up *pumpkin* ball or orange foam ball

**Activity:** The children toss a pumpkin ball back and forth as they recite the rhyme.

\*Let's Move with Mother Goose, Paradise & Elrod

### THE THREE LITTLE KITTENS\*

**Equipment:** As designated

**Activities:** The children hang the mittens (real or cutout) on a clothesline matching colors, right/left, big/little, etc.

\*Busy Bodies - Thematic Early Childhood Movement Activities.

### Variation: Circle game\*

The children are sitting in a circle each with a real or cutout mitten of a specific color in front of them (repeat the color pattern around the circle). When a color is called, those children stand, run (or do some other locomotor movement) around the circle one time, and then sit in their original spot. Older children can try to tag the runner in front of them before they reach their own spot.

\*Let's Move with Mother Goose, Paradise & Elrod





### HEY DIDDLE DIDDLE

**Equipment:** As designated

**Activities:**

- Give each child a cutout of the moon. Use the moon in any of the following ways:
  - ◆ jump over forward, backward, sideways
  - ◆ place on various body parts
  - ◆ place in front, in back, by your side, between your feet, etc.
- What would happen if the dish and spoon ran away through a forest of trees. What might get in their way? The children pretend to be the dish and the spoon running away through a forest. Create the forest with cutout trees or obstacles to represent the trees, rocks, rivers, etc. Have children run through the forest running around the trees and rocks and jumping over the rivers.
- Create an obstacle course
  - ◆ Cat and the fiddle: step in and out of three parallel ropes on the ground
  - ◆ Cow jumps over the moon: jump over a paper moon attached to a rope which is strung between two cones or chairs
  - ◆ Little dog laughed: rock on all fours
  - ◆ Dish ran away with the spoon: run around and start over again



# NURSERY RHYMES

## Centers/Large Space



### HICKORY, DICKORY, DOCK\*

**Equipment:** As designated

**Activities:**

- Use a drum and triangle as the rhyme is read. The class repeats the rhyme while the teacher hits the drum for every word that is spoken. The children step to each drum beat. At the line, *the clock struck one ...* the triangle is tapped once and the children *freeze*. The teacher then resumes the drum beat while the rhyme and activity are repeated.

\*Let's Move with Mother Goose, Paradise & Elrod

- The children form a large circle, spaced arm's length apart facing inward. Number them off in threes. The children start jogging on the spot and keep their feet moving during the whole game. The teacher says, "Hickory, Dickory, Dock, the mouse ran up the clock, the clock struck two!" and all the children that are number two run around the outside of the circle in a clockwise direction and back to their space. As soon as the players are back in their places, quickly call a new number.

**Variations:**

1. run in a counterclockwise direction
2. runners weave in and out of the circle players
3. form two circles for large classes





### **HUMPTY DUMPTY\***

**Equipment:** As designated

**Activities:**

- Action rhyme: Add actions to accompany words. For instance, sitting on a wall would be seated tall, great fall would indicate fall backwards, horses gallop and the King's men march, etc. while repeating the rhyme.
- Each child has a plastic egg (with or without weight inside):
  - ◆ put the egg on various body parts:
    - balance the egg on palm of hand stretched out to front and side, in crack of elbow, on shoulder, on foot, etc.
    - place the egg in front/back, by side, between feet, over head, under chin, etc.
- Put sand or some other weight inside plastic eggs (be sure to tape them closed). Have relays with children performing various locomotor movements while:
  - ◆ placing plastic eggs in a carton
  - ◆ carrying eggs in a spoon to a designated point and back
  - ◆ rolling a plastic egg on the floor with a broom or other implement or by pushing it with the nose while creeping on hands and knees
- Children make their bodies into the shape of an egg (lie on back, lift head, and bring knees to nose while hugging knees). Rock forward and back, and side-to-side.
- Have the children build Humpty Dumpty's wall out of cardboard boxes. Depending on the way the wall is built, have them do any of the following activities.
  - ◆ walk, jump, leap over the wall
  - ◆ walk on top of the wall
  - ◆ knock the wall down by throwing beanbags or balls
  - ◆ log roll into the wall
  - ◆ ride a scooterboard into the wall to knock it down
  - ◆ "bowl" the wall down







### HUMPTY DUMPTY (CONT'D)

- A picture of Humpty Dumpty sitting on a wall could be enlarged, cut into pieces and taped onto the cardboard bricks. The children then piece the wall together to form the picture correctly, and knock it down with balls, by log rolling into it, or by riding a scooterboard into it.
- Cut large pictures of Humpty Dumpty into puzzle pieces. The children lay on their stomachs, are on hands and knees, or are laying flat over a therapy ball while they put their puzzle together. You could also have a relay with children performing a specific locomotor movement to the other end of the playing area where they put their piece of the puzzle in the proper position.

**Variation:** Rather than using puzzle pieces in above activities, use large plastic LEGOs eggs and have children put stick-on face features (found especially at Easter time) on the egg to form Humpty's face.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### WIBBLE WOBBLE ACTION RHYME

*Wibble, wobble, wibble, wobble*

*Turn around.*

*Like Humpty Dumpty,*

*We all fall down*

**Equipment:** As designated

**Activity:**

- Explain to the children: All of those people tried to put Humpty together but they must not have worked very well together. We have to work with other people to get work done. Have children do any of the following *cooperative* activities:
  - ◆ Children are in pairs standing side-by-side. Bind one child's left leg to the other's right leg with strips of cloth, Velcro bands, or elastic bands. Tell the children to put their arms around each other's waist and walk.
  - ◆ Do cooperative activities with a parachute, or with partners using a towel, to lift together and toss a large ball, make an igloo, roll plastic eggs on the parachute or towel, etc.



# NURSERY RHYMES

## *Centers/Large Space*



### **JACK AND JILL\***

**Equipment:** As designated

**Activities:**

- Have children carry plastic pails with bean bags in them for weight. They can be carried to a certain place where they dump the bean bags out, up/down inclines, over paths, through an obstacle course, etc. Each pail could also be carried cooperatively by two children together.
- The children all lay on the floor in random fashion and practice log rolling. Use gym mats or do the activities on a carpeted area.
- Ask the children to listen to the rhyme for parts that tell about people moving up and down. Have them perform various actions requiring up/down movements and talk about up/down:
  - ◆ stand up/sit down
  - ◆ arms, legs, head up/down
  - ◆ climb up/down stairs, play equipment
  - ◆ playground equipment - swings, teeter-totter, jungle gym, ladder to slide
  - ◆ walk up/down inclines, hills, tilted balance beam

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



# NURSERY RHYMES

## Centers/Large space



### JACK BE NIMBLE\*

**Equipment:** As designated

**Activities:**

- Make candlesticks using tissue rolls covered with foil and with a *flame* glued to the top, or use other objects to represent a candlestick. Have children jump over their candlesticks as the rhyme is being recited or sung after reciting:

*Jack jumps high and lands with a thump.*

*It's your turn to try.*

*How high can you jump?*

**Variations:**

- Substitute children's names for Jack's name in the rhyme
- Substitute other actions for jumping over the candlestick:
  - run around the candlestick*
  - hop over the candlestick*
  - step over the candlestick*
- Substitute other equipment for the candlesticks. Use rhymes such as,
  - Sally be nimble,*
  - Sally be tall*
  - Sally step over*
  - The bright red ball*
- How many times did Jack jump? The children count the number of times they jump over their candlestick
- Have Jack jump in place, fast, then slow, until finally, he jumps over the candlestick, being careful not to touch it. Continue until all the children have had a turn to be Jack or Jackie. Have the children recite:
  - Jack be nimble.*
  - Jack be quick.*
  - Jack, jump over the candlestick.*
  - Jack, jump fast. (jump in place, fast)*
  - Jack, jump over! (jump over candlestick)*
  - Don't burn your toes!*
- Play as a circle game by passing an unlit candle around the circle while sitting, kneeling or half-kneeling. Pass the candle slow/fast, with both hands or one hand.

\*Busy Bodies - Thematic Early Childhood Movement Activities.





### LITTLE BO PEEP\*

**Equipment:** As designated

**Activities:**

- Construct pathways with carpet squares, cutouts, balance beams, etc. and have the children walk on the pathways to get to a designated place where they will find the sheep.
- Children are in pairs with one of them having the end of a rope or a scarf tucked into the back of their pants (lamb's tail). The partner attempts to step on the *tail* while the *lamb* runs or tries to keep the partner from touching the tail.
- Attach a large laminated picture of a sheep to the wall. Use cotton balls or small round laminated pieces of white paper for fleece (wool). The children ride on scooterboards to retrieve and place one piece of fleece at a time on the sheep.
- Scatter various soft things (stuffed animals, towels, etc.) around the room. Play music as the children move around the room. When the music stops, each finds something soft (including each other) and gives it a hug. The following poem could also be read, and on the verbal cue given in the poem, the children find something soft to hug:

*Sheep have soft wool*

*It makes them feel snug.*

*Find something soft,*

*And give it a hug.*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



# NURSERY RYHMES

## *Centers/Large Space*



### **LITTLE MISS MUFFETT\***

**Equipment:** As designated

**Activities:**

- Each child is with a partner. One child sits on a stool placed on a carpet square and pretends to eat curds and whey with a bowl and spoon. The other child rolls a spider ball from a designated spot attempting to get it to land on the carpet square. When successful, the children change places.
- Have the children sit on a large playground ball (tuffett) with feet flat on the floor and perform the following actions:
  - ◆ Bounce gently up and down with arms out to the sides and then with hands on the hips.
  - ◆ Bounce on the ball as you turn in a circle to the right and then left.
  - ◆ March feet.
  - ◆ Lift one foot while balancing - right, then left
  - ◆ Kick a ball back and forth with a partner
  - ◆ Play catch with a partner
  - ◆ Lay flat on ball and balance with feet and hands off floor
  - ◆ Walk hands out and back

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## NURSERY RHYMES

### *Centers/Large Space*



### THE OLD WOMAN WHO LIVED IN A SHOE

**Equipment:** Oversized flip-flops, boots, slippers or other footwear

**Activity:** Have children walk wearing various types of footwear: flip-flops, big boots, slippers, etc.

### RUB-A-DUB-DUB\*

**Equipment:** One hula hoop for every 3 children

**Activity:** Three children stand inside a hoop and move around the activity area as safely and cooperatively as possible while reciting the rhyme.

\*Let's Move with Mother Goose, Paradise & Elrod

### TWINKLE, TWINKLE LITTLE STAR\*

**Equipment:** Paper strip; stars (self-stick or with tape on the back)

**Activity:** The children jump and attach a star to the paper strip. The paper strip should be marked with different levels such as, Out of this World, Astronomical, Milky Way, Deep Space, Above and Beyond.

\*Let's Move with Mother Goose, Paradise & Elrod

### WEE WILLIE WINKIE\*

**Equipment:** Cones or other gym (playground) markers

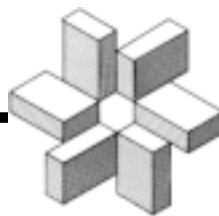
**Activity:** Set up a series of cones in the shape of a horseshoe. As you say the rhyme, replace the word *runs* with different locomotor or movement words (jumps, hops, skips, tiptoes, creeps/crawls, moves backward, etc.)

\*Let's Move with Mother Goose, Paradise & Elrod



## READINESS SKILLS

### Centers



#### SHAPE GAME

**Equipment:** Plastic sheet (shower curtain/floor runner) with circles of different colors on it; deck of cards with shapes on each card; large versions of the various shapes on the deck of cards; a spinner wheel with different color sections (See Appendix B).

**Activity:** Place the large pictures of the shapes on the floor around the shower curtain or runner. Place several cards, face down, on each circle. Child spins the spinner and travels (walks, hops, jumps) to the circle on the plastic sheet that corresponds to the color selected by the spinner. The child turns over the top card on the card deck and then matches the shape on the card with the larger shape. The card is placed on the matching larger shape and the game continues until all of the cards have been matched.

#### FIND IT

**Equipment:** Two spinner wheels: one with color sections and the other with shape sections; box/bag of various shaped objects (squares, triangles, circles, rectangles) in colors corresponding to the colors on the spinner wheel (See Appendix B).

**Activity:** The child spins the shape wheel and names the shape selected. Then he/she spins the color wheel and names the color selected. Next, the correct shape of the proper color is selected out of the box/bag.

**Variation:** Have the child spin only one wheel and then select the color or shape out of the box/bag that matches the color or shape selected.

#### FOUR DOWN

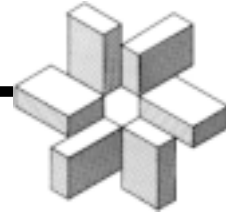
**Equipment:** Sheet with red, yellow and blue squares, circles and triangles on it. Spinner with color sections and one spinner with shape sections (See Appendix B).

**Activity:** In partners, one child spins the spinner. The second child places one body part on the color selected. The first partner spins again and the second child places a different body part on the next color selected. The game continues until the second child runs out of body parts to place on the color. The children then switch places. Repeat the game using the shapes spinner. Finally, repeat the game using both the color and the shape spinners.



## READINESS SKILLS

### Centers



### ABC

**Equipment:** Ropes, flash cards with shapes, numbers or letters on them.

**Activity:** Select a flash card from the deck and copy the shape, number or letter on the floor by using the rope. Next, try walking on the rope in the pathway created by the shape, letter or number. Walk sideways and finally backwards on the rope. Repeat by selecting another card from the deck. To simplify the activity, focus only on shapes, numbers or letters on the flash cards.

### MATCH

**Equipment:** Hoops or circle rings cut from plastic.

Domino Cards (See Appendix B)

**Activity:** Child selects a card from the deck and arranges the hoops/circles on the floor in a pattern that matches the pattern on the flash card. The child then travels (jumps, hops, bear crawl, etc.) through the hoops/circles. Repeat using a different card.

### YELLOW BRICK ROAD

**Equipment:** 5-10 of each of the following: squares, circles and triangles in red, yellow and blue colors.

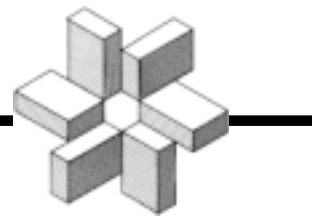
**Activity:** The object of this activity is to create a road by grouping the objects according to either shape or color. For example, the road may consist of one section of circles laid side to side, then a section of squares and ending with a section of triangles. The road may consist of a section of blue objects, a section of red objects and end with a section of yellow objects. The road can be straight, curved or zig zag. Once the road is completed the child should travel it going first forward and then backwards.





## READINESS SKILLS

### *Small Space*



### **MATCHING**

**Equipment:** Cards with various geometric shapes and in various colors.

**Activity:** Children sit in a circle, each with a card placed in front of them. The teacher has a matching set of cards in hand and draws a card from the deck. If the card matches one of the children's cards (and it will), that child raises his/her hands and yells "Bingo" and selects a small body action for the rest of the group to do (i.e. slap hand, snap fingers, blink eyes, etc.). Repeat until everyone has had a chance to lead the group.

**Variation:** The teacher may select the activity that is to be done before the card is drawn. All the children are encouraged to search for the matching card on the circle.

### **COLOR TOUCH**

**Equipment:** None

**Activity:** Children should be standing in their own personal space or sitting in a circle. The teacher names a color and the children must go touch something of that color and return to the circle. To limit the range of the space, require that the children touch a piece of clothing of a certain color (i.e. "touch blue, now touch red, and now green").

### **ME AND MY COLORS**

**Equipment:** None (or box of crayons to help cue the children)

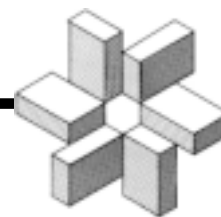
**Activity:** Children sitting or standing in a circle. One child goes into the center and says, "My name is \_\_\_\_\_. I can color with \_\_\_\_\_ and this is how I like to move." The child shows his/her movement. The children then say, "His name is \_\_\_\_\_. He can color with \_\_\_\_\_ and he likes to move like this."

The children repeat the leader's movement and then applaud. Repeat the activity with another child going into the center. The activity can be made more challenging by removing the color selected from a crayon box and not allowing that color to be used again until all colors have been selected (use a small box of crayons).



## READINESS SKILLS

### *Small Space*



### SKY DRAWING

**Equipment:** Large sheets of paper plus sheet of poster board with numbers, letters or shapes on each.

**Activity:** The teacher holds up a picture of a shape, letter or number and asks the children to follow along with their eyes as the teacher traces the picture with his/her finger. The teacher then asks the children to take a finger on one hand and trace the image. Repeat using a finger on the other hand; repeat using the fingers from both hands. This process continues with another shape, number or letter.

### TOUCH DOWN

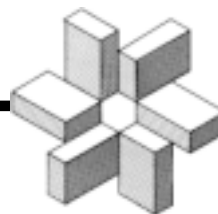
**Equipment:** Set of shapes in various colors for each child or small group of children.

**Activity:** Shapes are placed in front of the children. The teacher asks the children to touch a specific shape, color, or combination of color and shape (i.e. red square). After several challenges, ask the children to touch the shape/color with a different body part, like the toe, elbow, knee, etc. This activity can evolve into a twister-like game. The shapes may be drawn on a sheet of clear plastic or laminated paper shapes.



## READINESS SKILLS

### Large Space



### GOING ON A VISIT

**Equipment:** Basic geometric shapes (circles, squares, triangles, etc.) in the primary colors made from durable material.

**Activity:** Scatter the shapes throughout the general space. Have the children begin traveling in general space without touching any shapes. On a signal, the children are to go visit (stand on) a shape. The teacher then gives tasks to those children standing on a specific shape. For example, the teacher may say, "If you are visiting a square, wave your hands high. If you are visiting a circle, touch your toes. All children visiting a triangle clap your hands." After all shapes have *performed*, the children are again instructed to travel throughout general space and the game continues. This game may be repeated using colors rather than shapes or combine both color and shape for the tasks.

### LUCKY NUMBER

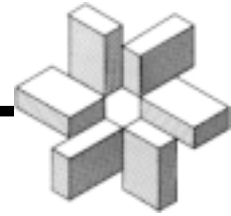
**Equipment:** Cards with a number from one to nine on them.

**Activity:** The cards are scattered in general space, face down. The children are instructed to travel in general space without touching a card. When the teacher says the *magic word* (for example, NUMBERS) the children find a card to stand beside. The teacher, or a selected child, calls out a movement action (i.e. jump, clap hands, touch toes, etc.). The children then turn over their card and must perform the requested action the number of times corresponding to the number on their card. The cards are then turned back to face down and the game continues.



## READINESS SKILLS

### *Large Space*



### HOW MANY?

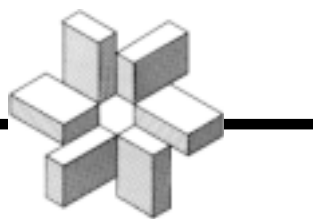
**Equipment:** None

**Activity:** Children are standing on a line or on a marked personal space. Select a locomotor skill and have the children count the number of the locomotor *units* it takes to reach a specific point in the room or general space. Have the children return to the line or personal space. Select a different locomotor skill and measure how many of those *units* it takes to get to the same point. For example: “How many steps will it take to go from your personal space to the red line? Now, measure how many hops it will take to go to the same red line. How many jumps? How many giant steps? How many baby steps?”



## READINESS SKILLS

### *Songs, Rhymes and Literature in Motion*



#### SHAPE JUMP DANCE

**Equipment:** The music *The Bunny Hop* is optional

**Activity:** The children move to the following song:

Circle, square, triangle too

(children make the appropriate shape with their hands or whole bodies)

Forward, Backward, I know you.

(Jump forwards 1, backwards 1, and then forward 3 times)

#### PASS THE SHAPE

**Equipment:** A shape card for each child

**Activity:** Children are sitting or standing in a circle holding their shape. Everyone chants the following chorus:

*Pass the shapes round and round,*

*Round and round they go.*

*Pass the shapes round and round.*

*Round and round they go.*

*Stop! Go the other way.*

*Pass the shapes round and round.*

*Round and round they go. Stop!*

At this point the children hold up the shape card they have and wait for directions

If you have a square, \_\_\_\_\_

(teacher provides action like “wave your hand”)

If you have a circle, \_\_\_\_\_

(teacher provides an action)

If you have a triangle, \_\_\_\_\_

(teacher provides an action).

Repeat the passing while chanting the chorus.



## READINESS SKILLS

### *Songs, Rhymes and Literature in Motion*



#### **GUM DROPS\***

**Equipment:** Felt or velcro board; six gum drop shaped pieces (See Appendix B) of felt in the colors of red, green, yellow, blue, black and brown.

**Activity:** The Gum Drops are placed on the felt/Velcro board in random order. As the following song is sung, remove the appropriate color Gum Drop.



*Six colored gum drops scattered low and high  
Take away the red one, and now there are five.  
Five colored gum drops standing by the door,  
Take away the black one and now there are four.  
Four colored gum drops looking at you and me  
Take away the green one and now there are three.  
Three colored gum drops one of them is Blue.  
Take it away and now there are two.  
Two colored gum drops our song is almost done,  
Take away yellow and now there's only one.  
One colored gum drop, brown as brown can be,  
Take it away and it leaves just you and me!*

\*Kinder gym Cookbook, Ontario Gymnastic Federation



## SEASONS - AUTUMN

### Centers



#### APPLE TOSS

**Equipment:** Laundry basket, or a bushel basket; red bean bags, or small red balls.

**Activity:** Tape a line on the floor 5-6 feet away from the basket. The children stand behind the line and try to toss the balls or bags (apples) into the basket.

#### ACORN TRANSFER\*

**Equipment:** Acorns, containers

**Activity:** Have the children take off their shoes and socks, then transfer the acorns from one container to the next using their toes.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### DRESS THE SCARECROW

**Equipment:** Flannel shirts, hats, gloves, etc.

**Activity:** Children work in pairs with one being the *dresser* and the other the *scarecrow*. The *dresser* takes the clothes and puts them on the scarecrow. The scarecrow then undresses him/herself and puts them on his/her partner. This could be done as a relay between two groups. Children could also dress/undress themselves.

#### FOOTBALL FUN

**Equipment:** Decorate a box with pictures of football players. Put in the box a helmet, sweatshirt, football jersey, soft football, shoulder pads, and football tee.

**Activity:** The children put on the football gear and play creatively with the football.

- hike the football
- throw the football into a target or to a friend
- kick the football
- do football exercises: run in place, jumping jacks, step through series of hoops



## SEASONS - AUTUMN

### *Small Space*



### **PANTOMIME AUTUMN\***

**Equipment:** None needed

**Activity:** Talk about the following concepts and how they relate to the autumn season. Then have the children act them out.

- Squirrels gathering nuts
- Leaves floating to the ground
- People raking fallen leaves and putting them in baskets
- Birds flying south
- Animals getting ready to hibernate

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb10.html#CIB1086>, January 1999

### **LAZY SCARECROW**

**Equipment:** None needed

**Activity:** Play as in Angels-In-The-Snow with each child (lazy scarecrow) lying on their back on the floor. Lead the children in performing the following arm/leg movements:

- Slide arms along floor and up over head/return
- Slide legs apart/together
- Slide legs apart and arms up at the same time
- Slide only one arm or leg
- Slide right arm up and right leg out
- Slide left arm up and left leg out
- Slide right arm up and left leg out
- Slide left arm up and right leg out

### **PICK THE PUMPKIN**

**Equipment:** Therapy ball containing water

**Activity:** Use a therapy ball which has been weighted with water inside. Have the children:

- Lift (pick) and carry the pumpkin
- Knee walk while pushing the pumpkin





## SEASONS - AUTUMN

### *Small Space*



#### **PUMPKIN PASS**

**Equipment:** Pinch clothespins (one per child), pumpkin cutouts

**Activity:** Children sit in a circle. Each child has a pinch clothespin while every other child holds a cutout of a pumpkin in his/her clothespin. The pumpkins are passed around the circle using only the clothespins. If appropriate, the teacher could designate a specific statement for the children to say such as, "Pass the pumpkin, please." Positions can be varied: sitting, kneeling, half-kneeling, prone on tummies.

#### **WALKING THROUGH THE PUMPKIN PATCH**

**Equipment:** Pumpkin cutouts, boxes

**Activity:** Create a pumpkin patch by taping pumpkins to the floor or by decorating boxes with pumpkin cutouts or Halloween paper. The pumpkins (or boxes) can be placed in a line or randomly placed but close enough together so that children can step from pumpkin to pumpkin. Children walk on the pumpkins or step into the boxes.

#### **WORM THROUGH THE APPLE**

**Equipment:** None needed

**Activity:** Children and teachers stand in a circle holding hands and with legs astride (this represents the apple). One child is the worm and crawls in and out of the apple between the legs. Could have 2-3 children be *worms* at the same time.





### CLEAN UP YOUR OWN BACK YARD

**Equipment:** Trash balls (colored paper napkins stuffed in plastic sandwich bags), yarn balls, newspaper balls, or other soft balls to represent leaves

**Activity:** Divide the class into two groups, one on either side of a barrier (fence) which divides the area. Scatter the balls equally on both sides of the fence or divider. When the signal is given, the children are to pick up the balls and throw them over the fence to the other side in order to *clean up their own back yard*. After a period of time, stop the action and have the children determine which side has the most leaves on their side. Continue the game stopping periodically for the children to rest and see who has the most leaves.

### GATHERING NUTS

**Equipment:** Hoops or carpet squares, large box, acorn cutouts (or use real acorns)

**Activity:** Scatter around the room or put in a large circle: hoops or carpet squares to represent trees (one for each child). Scatter around the room (or put in a box in the middle of the circle) acorn cutouts (or use real nuts or acorns). Each child (squirrel) sits or stands in his/her hoop. When the teacher calls "acorns," the children crawl (or walk/run), get one acorn, and take it back to his/her tree. Continue gathering acorns one at a time until all the acorns are gone. Count how many each child gathers.

**Variation:** The children gather as many acorns as they can until the teacher calls "winter" and the squirrels return to their trees.

### LEAPIN' LEAVES

**Equipment:** Cutouts of leaves (yellow, brown, red, green, etc.)

**Activity:** Place the leaf cutouts randomly on the floor. When the direction is given, the children are to step, jump, leap, walk, etc. from leaf to leaf. Caution them to not step on the *grass* (floor).



## SEASONS - AUTUMN

### Large Space



### PICKING CORN

**Equipment:** Corn kernels, paper cups, scooterboards

**Activity:** Scatter corn kernels on the floor, preferably where there is a color pattern. The children lay prone on scooterboards and pick up the corn that the *farmers dropped on the ground*. Each has a paper cup in which to place the kernels or have one cup in the middle of the room where they must go to put the kernels.

### SORTING APPLES\*

**Equipment:** Red, yellow and green shoe boxes, red, yellow, green apple cutouts

**Activity:** Children are in two lines on either side of three colored boxes (red, yellow, green) placed in the middle. Give each child a red, green, and yellow apple. On the word *Go*, they perform a specific locomotor movement (crawling, creeping, knee walking, walking) to the boxes, sort their apples by color, and then return to the end of their line. Repeat until all children have sorted their apples. Apples could be placed in a weighted pail for children to carry.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### SQUIRRELS IN TREES\*

**Equipment:** None needed

**Activity:** Children are in groups of three spaced around the room. One to three children are not placed in a group but will be extra *squirrels*. In each group, two children arch their hands over the third child to make a tree. The third child is the squirrel. When the teacher says, "change trees," all squirrels (including the extras) run to new trees. Only one squirrel is allowed in each tree. Squirrels not finding trees wait for the next call to find a tree. Change positions of squirrels and trees so that all children are squirrels. The teacher can call out various locomotor movements (hop, walk, gallop) for the children to use while moving to new trees.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - AUTUMN

### *Songs, Rhymes and Literature in Motion*



#### **AUTUMN LEAVES DANCE**

**Equipment:** *Autumn Leaves* by Roger Williams

**Activity:** Play the song *Autumn Leaves* by Roger Williams as the children dance to the music or wave ribbon sticks to the music.

#### **PUT YOUR APPLE IN THE AIR\***

**Equipment:** Apple cutouts

**Activity:** Sing to the tune of *Twinkle, Twinkle Little Star* and do the appropriate actions

The children begin by sitting on the floor with legs crossed. Each child has an apple cutout and performs the actions to the following song:

*Put your apple in the air,  
Hold it high and leave it there.  
Put your apple on your nose,  
Now reach down and touch your toes.  
Put your apple on your back,  
Now please lay it in your lap.*

*Wave your apple at the door,  
Now please lay it on the floor.  
Hold your apple in your hand,  
Now will everyone please stand.  
Hold your apple and jump, jump, jump,  
Throw your apple way, way up.*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### **AUTUMN\***

**Equipment:** None

**Activity:** Say the following rhyme and do the appropriate movements.

*Autumn winds begin to blow (blow)  
Colored leaves fall fast & slow (falling)  
Twirling, whirling, all around (turn self around)  
Till at last, they touch the ground (fall to ground)*

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb10.html#CIB1086>, January 1999



## SEASONS - AUTUMN

### *Songs, Rhymes and Literature in Motion*



#### FIVE STUFFED SCARECROWS

**Equipment:** None

**Activity:** Say the following rhyme and do the appropriate movements.

*Five stuffed scarecrows in the corn rows, (stand straight and tall)*

*The first one said, "Go away, crows!" (wave arms)*

*The second one said, "I am very small." (crouch down low)*

*The third one said, "I am standing tall." (stand on tiptoes)*

*The fourth one said, "On my head I wear a hat." (put pretend hat on head)*

*The fifth one said, "By my feet run a cat." (look down and jump back)*

*Five stuffed scarecrows in the corn rows, (stand straight and tall)*

*Moving left and right as the autumn wind blows. (sway back and forth)*

#### PICKING APPLES\*

**Equipment:** None

**Activity:** The teacher pretends to be the tree and holds apple cutouts just beyond the child's reach. The child is to jump up in the air and *pick the apple from the tree*. The following poem could be recited:

1. *Just out of reach*

*So high in the tree*

*Is a juicy red apple*

*Waiting for me.*

3 *So I must jump*

*As high as I can*

*'Til I have that apple in*

*My little hand!*

2. *Get on my toes*

*And stretch up my hand,*

*But I can't reach no matter*

*How tall I stand.*

4 *I make it shine;*

*My job is complete.*

*My juicy red apple is*

*Ready to eat!*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - AUTUMN

### *Songs, Rhymes and Literature in Motion*



#### **SCARECROW, SCARECROW**

**Equipment:** None

**Activity:** Say the following rhyme and do the appropriate movements.

*Scarecrow, scarecrow, turn around,  
Scarecrow, scarecrow, touch the ground.  
Scarecrow, scarecrow, reach up high.  
Scarecrow, scarecrow, touch the sky.  
Scarecrow, scarecrow, bend down low.  
Scarecrow, scarecrow, touch your toe.*



## SEASONS - WINTER

### Centers



### CROSS-COUNTRY SKIING\*

**Equipment:** Long stem rose boxes, wands or poles, obstacles

**Activity:** The children *ski* with two long stem rose boxes and two wands or sticks for poles. Set up obstacles for them to ski around.

\*Movement for Little Hands and Feet, Olberding et al.

### DRESSING SKILLS

**Equipment:** Winter clothes

**Activity:** Place winter clothes in a box for the children to use in dressing themselves or a doll. Use mittens, gloves, scarves, boots, hats, sweaters, coat, etc.

### FROSTY THE SNOWMAN\*

**Equipment:** Trash bags, newspapers or packing peanuts, yarn balls

**Activity:** Make a snowman using trash bags stuffed with newspaper or packing peanuts. The children can throw yarn balls (snowballs) at Frosty.

\*Movement for Little Hands and Feet, Olberding et al.

### SNOW CAVE

**Equipment:** Parachute or sheet or crawling tunnel

**Activity:** Make a *snow cave* by draping a parachute or sheet over a table or by using a crawling tunnel. The children crawl through the cave.

### MITTEN MATCH

**Equipment:** Clothesline, spring loaded clothespins, mittens (real or cutout)

**Activity:** Hang a clothesline with spring loaded clothespins between two chairs. Clip one mitten from each pair onto the clothesline. Put the mitten mates in a bag. The children pull one mitten at a time out of the bag, find the mitten on the clothesline that matches, and then clip it next to the matching one. They continue until all of the mittens have been hung.



## SEASONS - WINTER

### Centers



### SKATING

**Equipment:** Paper plates or sheets of waxed paper, skating music

**Activity:** The children use two paper plates or sheets of waxed paper to skate to skating music such as *Skater's Waltz* by Emil Waldteufel, or *Blue Danube* by Johann Strauss.

**NOTE:** Tape may be used to hold the plates to children's shoes. Waxed paper may be wrapped and tapped around each child's ankle. Be cautious: The floor may become slick using waxed paper.

### SNOW PLAY

**Equipment:** Sensory table, mittens, spoons, measuring cups, molds, plastic containers, pails, shovels

**Activity:** Fill the sensory table with snow and have the children wear their mittens to play with the snow. Provide spoons, measuring cups, molds, plastic containers, pails, and shovels. A few drops of food coloring could be added to the snow. Packing peanuts could be put in the sensory table to simulate snow.





## SEASONS - WINTER

### *Small Space*



### ANGELS IN THE SNOW-INDOORS\*

**Equipment:** None needed

**Activity:** Children lay on their backs with arms down and legs together and then perform the following movements without raising limbs from floor:

- move arms overhead
- move legs apart
- move arms overhead and legs apart at the same time
- move arm and leg on same side of body - R & L side
- move R arm and L leg; then L arm and R leg
- move only one arm or leg

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### CHILLY WILLIES\*

**Equipment:** White sheet or towel for each child, different textured items

**Activity:** Set the stage by having children sit on a white *snow blanket*. Talk about how very, very cold it is. Tell the children to shiver and shake different body parts until they are shaking their entire body. Then tell them to rub different body parts to keep them warm (use different textured items for rubbing such as sponge, hand, fabrics, scrub brush).

\*You're a One-of-a-Kind Kid, San Diego City Schools.

### DRESS FOR THE WEATHER\*

**Equipment:** Snowsuits, coats, boots, mittens

**Activity:** Children put on snowsuits, coats, boots, and mittens and run or attempt various locomotor movements with this extra *resistance*. This activity can most appropriately be done at recess while children are already dressed.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - WINTER

### *Small Space*



### ICE FISHING\*

**Equipment:** Paper fish with paper clip attached, fishing pole with magnet

**Activity:** Write various exercises on the back of paper fish which have a paper clip attached and which are placed inside a hula hoop. Children use a fishing pole with a magnet to catch a fish and then lead the other children in that exercise.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### SCOOP THE SNOW\*

**Equipment:** One container per child (scoop, bowl, pan, etc.); snow (packing foam, popcorn, shredded paper, etc.)

**Activity:** Children sit in a circle and each has a container (scoop, bowl, pan, etc.). One child's container is filled with *snow* (packing foam, popcorn, shredded paper, etc.). Children pass the *snow* from one container to the next without spilling it. If snow is spilled, leave it on the floor until the end of the game. Children then pick up the snow and put it in their container.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### SHIVER WARM-UP\*

**Equipment:** None needed

**Activity:** Tell the children you are going to control the heat and turn the thermostat up and down. When the heat goes down they should start to shiver and make their bodies shake harder the colder it gets. Then gradually turn the heat back up until their shivers go away. Continue to turn the heat up and down and then finally turn the heat off so that the children freeze and can't move.

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb11.html#CIB1239>, January 1999.



## SEASONS - WINTER

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### *Small Space*



### **SNOW ROLL\***

**Equipment:** White sheet or towel for each child

**Activity:** Have each child lie on a *snow blanket* (twin sheet or towel). While holding the edge of the blanket, children will roll themselves up like a jelly roll. Talk about rolling in the snow and becoming a snowman. Tell them to unroll before they melt.

\*You're a One-of-a-Kind Kid, San Diego City Schools.

### **PENGUIN WADDLE\***

**Equipment:** Balloon or ball for each child

**Activity:** Have children pretend to be penguins as they walk to the *North Pole* and back with a balloon or ball between their legs.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - WINTER

### Large Space



### REINDEER ROUNDUP

**Equipment:** Small drum, bell

**Activity:** The children line up across a line on one end of the playing area and face the teacher. Four elves are selected to stand behind the reindeer and sneak up on the reindeer as the teacher beats a drum. When the elves get close, the teacher rings a bell. This is the signal for the elves to chase the reindeer. The reindeer try to reach the *safe* line at the other side. If a player is tagged, s/he takes the place of the elf. Continue playing with new elves being tagged in each round.

### SKATING\*

**Equipment:** Paper plates, shoe boxes, newspapers, paper bags, or paper towels (2 per child)

**Activity:** Each child has two paper plates, shoe boxes, newspapers, or paper towels and stands with one foot on/in each (can also have children wear paper bags on their feet). As appropriate skating music is played, have them skate around using a gliding motion.

**Adaptation:** Children who are non-ambulatory can *hand skate* by placing their hands in the box or on the paper and then scoot or crawl on the floor or do the actions on a table top.

**Variation:** Have the children form a train by getting in a line and holding onto the waist of the child in front of them. Experiment with trains that are long/short, fast/slow, etc.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### SLED RIDE

**Equipment:** Scooterboards

**Activity:** Children maneuver scooterboards (sleds) forward, backward, and in circles through the *snow* in any of the following ways:

- on stomach-use arms
- sitting-use legs
- kneeling-use arms

Teacher (or closely supervised children) can push or pull others on the scooters.



## SEASONS - WINTER

### Large Space



### SNOWSHEETS

**Equipment:** White tissue paper (at least one sheet for each child)

**Activity:** Give each child a sheet of tissue paper and talk about the color and how it looks like snow. Have them do the following activities with their *snowsheets*:

- Hold the paper between the hands and clap quickly, slowly, at designated tempos.
- Walk/run/ jump while holding the paper in front of the body with both hands; one hand; no hands (on the body); on the head, arm, legs.
- Toss the paper into the air and catch between the hands (don't tear); between the hands above the head; to the R/L side of the body; behind the back; on the head; on the hand; under the arm; on the foot; on the back (crawl); on the stomach (crab).
- Crumple the paper into a ball with one hand/both hands. Use it for kicking and throwing as you would yarn balls or beanbags.
- Tear the paper in half, place a hand on each half, and move them randomly while scrubbing the floor.
- Repeat, moving hands both clockwise and counterclockwise.
- Repeat, moving one hand clockwise and the other counterclockwise.
- Repeat, moving the hands in selected patterns (triangle, square, & numbers).
- Repeat, moving the hands to write letters, numbers, names, words.
- Tear the paper into tiny pieces and create a *blizzard* or have a *snow fight*. See how fast you can pick up all of the pieces.



# SEASONS - WINTER

## Large Space



### WINTER OLYMPICS

**Equipment:** See each activity.

**Activity:** Set up the following Olympic stations. The children will spend about five minutes at each station before moving to the next one, or select the activities that are most appropriate for the children's level of ability and interest. Play some appropriate music while the children are at each station. When the music stops, that is the signal to move to the next station.

- **Parade of Athletes**

**Equipment:** Banners, torch made from paper towel tube, marching music

**Activity:** Before beginning the activities, have the children march around the area as if they were representing a country (or perhaps their own family). A banner can be held by some, and a torch (paper towel tube covered with aluminum foil and decorated with colored ribbon streamers) carried by someone at the beginning of the procession. Play some marching or *Olympic* music.

- **Skating**

**Equipment:** Paper plates, waxed paper, shoe boxes, masking tape and music

**Activity:** Each child uses two plates, boxes or pieces of waxed paper for skates. If using waxed paper, wrap it around the shoe and secure it at the ankle with masking tape (note: the more the children skate, the slicker the skating surface becomes). The children skate to the music moving forward, backward, with a partner, etc. They can create their own figure skating routine, practice hockey stops ( skate forward, turn quickly to one side with feet together), or speed skate.

- **Skiing**

**Equipment:** Two long stem rose boxes per child and two poles (heavy dowel rods or wands), cones to mark skiing course, stopwatch to time skiers (optional)

**Activity:** The children place one foot in each rose box and use the sticks as ski poles. They ski around the cones which are set up in a line several feet apart.



## SEASONS - WINTER

### Large Space



### WINTER OLYMPICS (CONT'D)

- **Bobsled or Luge**

**Equipment:** Scooterboards, roller racers, flying turtles, cones

**Activity:** Mark a trail with the cones. The children ride their scooterboards through the course in any of the following ways: sit and pull forward with feet; sit and push backward with feet; lie on stomach and pull using only the hands; sit with legs crossed while being pushed by an adult or supervised child.

- **Ice Hockey**

**Equipment:** Plastic hockey sticks or inflatable candy canes, soft ball or hockey puck, cones, safety glasses (optional), goal (taped on wall, between cones, portable)

**Activity:** The children move the puck or ball around the cones and shoot for the goal. Be sure to show the children how to use the stick and emphasize keeping the stick low to the ground and NEVER hit someone with the stick.

Children who are not playing should remember to stay several feet from the child with the stick.

- **Biathlon**

**Equipment:** Bean bags or yarn balls, target, cones, scooters, stop-watch (optional)

**Activity:** The children will complete three activities at this center. The activities may be according to abilities and space availability:

1. throw 5 bean bags or yarn balls at the target
2. run around the cones set in a figure-8 pattern
3. ride the scooterboard to a designated point and back



## SEASONS - WINTER

### *Large Space-Outdoors*



### ANGELS IN THE SNOW

**Equipment:** None

**Activity:** Lie on back in the snow. Place arms at sides and legs together. Keeping elbows straight, move arms up and down in the snow. Keeping knees straight, open and close legs. Stand to see the angel in the snow.

### FOLLOW THE LEADER

**Equipment:** None

**Activity:** In pairs, have the children take turns following each other while they walk or move in some other way through the snow. They can also make a picture in the snow using a stick or their hands and have the partner copy the picture.

### SLEDDING

**Equipment:** None

**Activity:** Use a large mound of snow or a snow-covered hill to climb on or slide down in various positions. (First, check the snow hill for objects and safety)

### SHOVELING SNOW

**Equipment:** Small shovels

**Activity:** Use small shovels to clear snow from sidewalks and paths on the playground.

### SNOW TRACKS\*

**Equipment:** None

**Activity:** Take a winter walk and look for tracks in the snow. Have the children try to identify the tracks: dog tracks, cat tracks, people tracks (large, small footprints), bird tracks, other animal tracks. Where do the tracks lead? Have the children make their own tracks and take turns following each other's trail.

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb11.html#CIB1239>, Jaanuary 1999.





## SEASONS - WINTER

### *Songs, Rhymes and Literature in Motion*



#### THE FREEZE

**Equipment:** *Kids in Motion* album

**Activity:** Use *The Freeze* song from Scelsa and Millang's *Kids in Motion* album.

The children move in the ways designated and *freeze* on cue.



#### THE MITTEN\*

**Equipment:** *The Mitten* by Jan Brett; blanket or sleeping bag

**Activity:** The children pretend to be the various animals in the story. Have them see how many can fit in *the mitten* (sleeping bag).

\*Movement for Little Hands and Feet.



# SEASONS - WINTER

## *Songs, Rhymes, and Literature in Motion*

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## SEASONS - SPRING

### *Centers*

#### **HOPSCOTCH**

**Equipment:** Hopscotch diagram (draw with chalk or outline with tape)

**Activity:** Draw or tape a hopscotch diagram on the sidewalk or floor. The children jump/hop in the boxes at their own ability level. To increase the difficulty of the activity, put a number in each box, starting with one and progressing in numerical order. Players jump or hop through the design following the numerical order without stepping on any lines. Depending on the ability level of the children, the traditional game of hopscotch could be introduced using a stone or some other object as a marker.

#### **RAINY DAY DRAMATICS**

**Equipment:** Dress up items for a rainy day: boots, rain hat, umbrella, raincoat

**Activity:** The children dress for a rainy day and do some dramatic or imaginative play such as jumping in puddles, running for shelter when a storm comes, etc.

#### **SAND PLAY**

**Equipment:** Indoor sensory table or outdoor sand box, small garden tools, watering can, empty seed packages

**Activity:** The children use the garden tools pretending to plant a garden.



## SEASONS - SPRING

### Centers



#### UMBRELLA BALL\*

**Equipment:** Bean bag, sponge, yarn or other soft balls, umbrella

**Activity.** Set an open umbrella upside down to use for a target. The children toss the balls or bean bags into the umbrella from a marked distance. Count the number of objects in the umbrella. Play the game individually or with a friend.

\*Nuttin' But Kids home page: <http://www.vbe.com/~gns/spring.html>, 1999

#### WIND HUMMERS\*

**Equipment:** Posterboard, string, markers, paper punch

**Activity:** Cut a 6" circle out of posterboard and punch holes around the edge of the circle. Punch two holes about 1" apart in the center of the circle. Have the children decorate their circles with markers, stickers, etc. Thread a 16" piece of string through the center holes and tie the ends together. The *hummer* is wound by moving the strings in a circular motion. When the strings are repeatedly pulled tight, the circle spins and hums.

\*Hummingbird Educational Resources home page, <http://www.geocities.com/Athens/Agora/7914/spring.html>, 1999



## SEASONS - SPRING

### *Small Spaces*

#### THUNDER AND LIGHTNING DRAMA

**Equipment:** None

**Activity:** Pretend to go for a walk. There are large gray clouds in the sky.  
Drip. Drop. Drip. Drop. Rain begins to fall.

*Run quickly!* (run in place)

*Lightning flashes.* (clap hands)

*Thunder roars.* (stomp feet)

*Run faster! The house is just ahead.*

*Climb the stairs.* (imitate climbing stairs)

*Open the door. There is a fire burning in the fireplace.*

*Warm your hands.*

*Change into dry clothes.*

*Go to sleep by the warm fire. Safe at last!*

#### THE WINDY GAME

**Equipment:** Ping-Pong ball

**Activity:** Talk about the wind. Then place a Ping-Pong ball in the center of the table. The children try to be as *windy* as they can in attempting to blow the ball off the opposite side of the table.



## SEASONS - SPRING

### *Large Spaces*

#### **BODY SOX**

**Equipment:** Body sox - commercial or homemade (See Chapter Three), music

**Activity:** Body Sox are large *bags* made of lycra or spandex material with a zippered or Velcro opening so that children can get into them. While in the body sox, the children can see out and feel more comfortable doing movement exploration. Use a variety of music to create different moods. Have children move in different and creative ways to the music.

**Health tip:** They should be washed after use.

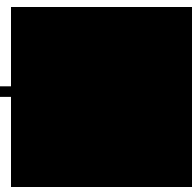
#### **BALLOONS**

**Equipment:** White balloons (clouds), music (optional)

**Activities:**

- Make the cloud float by striking it from underneath with hands or an implement.
- Throw the cloud in the air and catch it.
- Hit the cloud back and forth between your hands.
- Hit the cloud back and forth to a friend.
- Move around the room tapping the cloud in the air to the beat of the music. When the music stops, catch your cloud and freeze.





### **BUBBLES**

**Equipment:** Bubble solution, small bubble wands, bubble machines, bubble pipes/trumpets, bubble guns, strawberry boxes

**Activity:** The children experiment with making bubbles and playing in any of the following ways:

- Use big arm movements with the big bubble wands.
- Pop bubbles with different body parts.
- Clap bubbles between hands.
- Try to catch bubbles before they hit the ground.
- Hit the bubbles with paddles, fly swatters, or other implements.
- Bubble Art - Use bubble solution colored with food coloring. As bubbles pop on a sheet of paper, they will leave colored circles.
- Count the bubbles.
- Stomp on the bubbles when they hit the ground.
- Blow on the bubbles to keep them in the air or to direct them to a target.
- Each child has a bubble wand and experiments with different ways to blow bubbles:
  - ◆ Blow high/low
  - ◆ Blow one big bubble or lots of little bubbles
  - ◆ Use large bubble wands that you wave in the air to release the bubble
  - ◆ Hold bubble wand in the right, then left hand as it is waved
  - ◆ Move the wand up and down to release the bubble
  - ◆ Move the wand side-to-side to release the bubble
- Make a bubble blower by attaching a piece of nylon hosiery over the end of a tissue roll. Dip the hose in the bubble solution and make bubble snakes on the ground or table by blowing on the other end.



## SEASONS - SPRING

### *Large Spaces*

#### BUGS & THINGS

**Equipment:** None

**Activity:**

- **Worm Wiggle:** Lie on stomach. Hold arms at sides and try to move body forward without using hands or elbows.
- **Grasshopper Leap:** Squat with fingers touching floor. Leap upward and forward. Return to squatting position. Continue leaping across room.
- **Spider Walk:** From a standing position, bend so fingers are touching the floor. Lift one leg and arm very high in front of body and stretch. Take a long step. Repeat with opposite leg and arm.
- **Caterpillar Creep:** Lie on floor in prone position with hands beside shoulders. Lift upper body by straightening arms. Bring knees forward. Stretch front of body forward. Lie flat. Repeat.
- **Butterfly Flutter:** Move arms up and down *flying* around the room.
- **Flight of the Bumblee:** Move arms in figure-eight motion. Pretend to fly around the room while making a buzzing sound.

#### CATCH THE WIND

**Equipment:** Large trash bags

**Activity:** Two children hold opposite sides of the open end of the trash bag. They walk or run into the wind to make the bag inflate.

**SAFETY NOTE:** Make sure the children do not place the bag over their head.

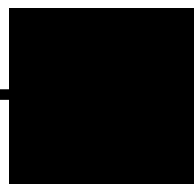
#### DANDELION HUNT

**Equipment:** Dandelions

**Activity:** When dandelions begin to appear, take the children outside for a dandelion hunt. Have them find dandelions with big flowers, small flowers, ones that aren't opened yet, ones with leaves, or the ones that are fuzzy and have gone to seed.







### **JUMP ROPES-LONG**

**Equipment:** One long jump rope

**Activity:** Two teachers hold each end of a long rope high over the children's heads.

The children stand under the rope and:

- jump high and touch the rope with one hand
- jump high and touch the top of head to the rope
- jump high and touch both hands to the rope
- jump high and touch the wrist/elbow to the rope

Hold the rope at the appropriate height and have the children:

- shake hands over/under the rope while the rope is still/shaking
- crab walk under the rope
- log roll under the rope
- limbo under the rope
- jump over the rope with both feet while standing next to it
- run and jump over the rope
- run under the rope as it is moved up and down or is turned by the teachers
- have the children practice jumping on an "X" in the middle as the rope is turned

### **KITE FLYING**

**Equipment:** Kite(s)

**Activity:** Take the children outside on a windy day and let them take turns helping you get the kite in the air. Let them fly the kite or, if possible, have a kite for each child to fly. Talk about what happens when:

- you run with the kite trailing behind you
- you let out the string
- you take in the string
- the wind stops blowing





### PARACHUTE PLAY

**Equipment:** Parachute or large flat bed sheet, teddy bear

**Activity:**

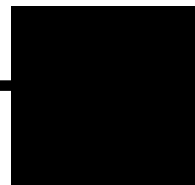
- **Clouds:** Lift arms straight up and hold arms fully extended until parachute flutters down. When the parachute touches the floor, lower hands, and repeat. The parachute can also be released as soon as arms are extended so that it floats up and away.
- **Rain or Shine:** Kneel around parachute. Go around the circle alternately designating each child as a *holder* or *crawler*. The teacher calls, *rain* or *shine*. On *shine* the holders hold the parachute on the floor while the crawlers crawl across the top to the opposite side. On *rain* the holders lift the parachute high while the crawlers crawl under to the opposite side. Repeat the game with the holders and crawlers changing positions.
- **Foggy Day:** Place a teddy bear under the parachute (cloud). Make the parachute billow in the center. One child is called to retrieve the teddy bear before the cloud lowers and the teddy bear is lost in the fog. Repeat until all have had a turn.

### PUDDLE JUMPERS

**Equipment:** Carpet squares, hoops or polypots to represent puddles

**Activity:** Scatter the *puddles* around the area or place them in a line or in various patterns. Have the children practice jumping into or over the *puddles*, or from one *puddle* to the next.





### **RIBBONS**

**Equipment:** Ribbons or crepe paper streamers

**Activity:** Children are scattered across the playing area far enough apart so that ribbons do not become entangled. Give each child a ribbon and encourage them to use one hand and then the other as they do the following movements:

- Swing the ribbon
  - ◆ in front of you from side to side like windshield wipers
  - ◆ forward and back on one side of you, then the other side
- Make your ribbon travel in a circle
  - ◆ in front of you like a propeller
  - ◆ in a circle above you like a helicopter
  - ◆ in a circle on either side of you like a spinning wheel
  - ◆ make circles on the floor
- Move your ribbon
  - ◆ up and down
  - ◆ in a figure-8 pattern
  - ◆ in front of you like a butterfly
  - ◆ above you like a ribbon
  - ◆ on either side of you like bows
- Make your ribbon look like
  - ◆ an air snake
  - ◆ a floor snake
- Make a spiral with your ribbon
  - ◆ bigger and bigger circles
  - ◆ smaller and smaller spirals
- Pretend to jump rope. Do little jumps and make your ribbon go up and down.
- Move your ribbon while you
  - ◆ fly around the room making your arms go up and down
  - ◆ march around the room swinging your arms alternately
  - ◆ run around the room making both arms go up and down
- Make your ribbon dance to the music



## SEASONS - SPRING

### *Songs, Rhymes and Literature in Motion*

#### **MY KITE\***

**Tune:** The Farmer in the Dell

**Activity:** Sing the song and do the appropriate actions.

*My kite is up so high, my kite is up so high* - (Pretend to hold kite with arms up high)

*Oh my - just watch it fly* - (shade eyes and point up)

*My kite is up so high* - (Pretend to hold kite with arms up high)

*My kite is falling down, my kite is falling down* - (hands together floating down)

*Oh no - it's down so low* - (fall to knees as hands float to floor)

*My kite is falling down.* -

*The wind has caught my kite, the wind has caught my kite*- (Quickly stand and mimic kite flying)

*What fun - I'm on the run* - (run in place)

*The wind has caught my kite.*

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb10.html#CIB1086>, January 1999

#### **SPRING ACTION RECORDS**

- *Growing - Learning Basic Skills Through Music, Vol. I* - by: Hap Palmer
- *Muddy Water Puddle - Sally the Swinging Snake* by: Hap Palmer
- *Walter the Waltzing Worm - Walter the Waltzing Worm* by: Hap Palmer

#### **SPRING MORNING\***

**Tune:** Here We Go 'Round the Mulberry Bush

**Activity:** Sing the song and do the appropriate actions.

*This is the way the bunny hops, bunny hops, bunny hops,*

*This is the way the bunny hops,*

*On a spring time morning.*

*This is the way the blue bird flies...*

*This is the way the little chick walks.....*

*This is the way the little duck swims.....*

*This is the way the little lamb runs.....*

*This is the way the children play.....*

\*Daycare providers home page, <http://www.icomm.ca/daycare/cardsb10.html#CIB1086>, January 1999



## SEASONS - SPRING

### *Songs, Rhymes and Literature in Motion*

## RHYMES

### HAPPY CHILDREN

**Activity:** Say the rhyme and do the appropriate action.

*Happy children in the springtime . . . (run to the wall)*

*Happy children in the springtime . . . (hop back one and all)*

*Happy children in the springtime . . . (skip to the tree)*

*Happy children in the springtime . . . (fly back to me)*

*Happy children in the springtime . . . (gallop to the door)*

*Happy children in the springtime . . . (sit on the floor)*

### MARCH INTO SPRING\*

**Activity:** March in a line or circle saying the rhyme and doing the appropriate actions.

*One step at a time.*

*March into spring*

*With words that rhyme.*

*Clap your hands together* (clap hands over head)

*Up high in the air.*

*Look out for raindrops* (look up at the sky)

*That land in your hair!*

*Jump over puddles.* (jump)

*Skip over ground.* (skip)

*Walk back in your house.* (walk back to places and sit)

*And quietly sit down.*

\*Nuttin' But Kids home page: <http://www.vbe.com/~gns/spring.html>,  
January 1999



#### **BOOK: ONE HUNDRED HUNGRY ANTS\*** **(AUTHOR: ELINER J. PRINCZES)**

##### **Activity:**

- The children move in personal space.
- On a signal, they quickly move into two lines and march while chanting, "We're going to a picnic. A hey and a hi dee ho!"
- On a second signal, they again scatter and do another locomotor movement.
- Repeat the first signal indicating they should form three lines and march and chant as above.
- Repeat the second signal to scatter.
- Continue until they are marching in single groups.

\*Movement for Little Hands and Feet, Olberding et al.

#### **WIGGLE WORM**

**Activity:** Say the rhyme and do the appropriate actions.

*One day while I was playing,  
I met a tiny worm.  
Instead of going straight,  
He squirmed and squirmed and squirmed.*

*Here, now, let me show you  
How he got around.  
He wiggled, wiggled, wiggled  
All across the ground*



## SEASONS - SUMMER

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### Centers



Some of the centers described below should be set up outside or in the gymnasium. Be sure to consider safety in activities where the children are throwing or striking.

### BALLOON TENNIS

**Equipment:** Balloon, string, various implements (fly swatter, lightweight rackets, wooden spoons)

**Activity:** Attach a string to an inflated balloon. Two players hit the balloon back and forth:

- with hands
- with implements such as plastic fly swatters, lightweight rackets, wooden spoons

### BAREFOOT PICKUP

**Equipment:** Rocks, marbles, small toys

**Activity:** Summer is a time when we can go barefoot. Have various objects such as rocks, marbles, small toys, etc. for the children to pick up with their toes while they are sitting on a chair.

### BATTING PRACTICE

**Equipment:** String, whiffle ball, batting tee, plastic bat

**Activity:** Tie a cord/string (8-10' long) to a whiffle ball and attach the other end to a batting tee. The children practice striking the ball from the tee with a plastic bat or other long implement. The whiffle ball could also be suspended from a tree branch or overhead climber.

### BEACH BALL BASH

**Equipment:** Beach balls

**Activity:** Have beach balls available for the children to toss and catch to themselves or with a friend. They could also hit the balls back and forth.



## SEASONS - SUMMER

### *Centers*



### **BROAD JUMP**

**Equipment:** None

**Activity:** The children stand behind a line drawn or taped on the floor or gym mat and jump as far as they can. Have another child measure from the line to where the heels landed.

### **CHALK WALK**

**Equipment:** Chalk

**Activity:** The children draw various pathways on the sidewalk with chalk. They can follow the pathways by walking, running, jumping . . . or while playing chasing games.

### **DISCUS THROW**

**Equipment:** Frisbee, whoosh ring, plastic lid or other soft disk

**Activity:** Use a Frisbee, whoosh ring, plastic lid, or any other soft disk to represent the discus. Throw the discus for distance or at a target for accuracy, or play catch with a friend.

### **BAREFOOT WALK**

**Equipment:** As indicated

**Activity:** If available, use materials such as the following to represent things that the children would walk on while barefoot outside (e.g., Astroturf or outdoor carpeting to represent grass; the woven back of a carpet square to represent the sidewalk., etc.). The children take off their shoes and walk:

- on the cool grass that tickles their toes
- on the sidewalk that is smooth and hot
- through the mud that squishes between their toes
- in the grainy sand on the beach
- through a puddle of water that splashes when they jump in it





## SEASONS - SUMMER

### Small Spaces



#### BICYCLING\*

**Equipment:** None

**Activity:** The children will pretend to go for a summer ride on their bicycles.

*We're going to get out our bicycles and go for a ride. But these bikes are special. These are upside down bicycles. You ride them by lying down on your back, putting your feet in the air, and pedaling. Pedal as fast as you can! Can you pedal backwards? Let's see if we can ride our bikes to \_\_\_\_\_. Here's a stop sign so we have to stop and look both ways before we can ride on. Now we need to turn right at the corner.*

Continue in this manner until you reach the designated place to which you are riding.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

#### FISHING\*

**Equipment:** Paper fish with paper clip attached, dowel or rhythm stick with string and a magnet to use for fishing pole, ribbons (optional)

**Activity:** Write various exercises on the back of the fish which are scattered on the floor (in the water). Each child catches a fish and leads the class in the exercise on the fish.

#### Variations:

1. Give each child a ribbon and have them pretend that is their fishing pole and line. Show them how to cast the line and then reel it in. Encourage them to try casting with the other hand, too. After they have practiced casting for a while, point out that they have now caught a giant fish. Tell them to really hold on to the fishing pole: don't let go and pull back. Hold on and walk back slowly. Keep reeling slowly. Does the fish break the line and swim away, or did you catch it?
2. Cut out three *ponds* of red, yellow, and blue construction paper. Cut eight fish shapes from each color. When the children catch a fish, instruct them to place it in the pond that matches the color of the fish and tell you which pond the fish goes in.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.





### **SKIN PROTECTION\***

**Equipment:** Bottle of sunscreen (optional)

**Activity:** Ask children to tell about times when they have been out in the sun for a long time such as going to the beach, spending the day at the park, or going for a boat ride. After they describe their experiences, explain that it is important to keep their skin from being burned by the hot rays of the sun. If possible, show the bottle of sunscreen, pass it around, and let the children take off the cap to look at and smell it. Tell them that they should rub sunscreen onto any areas of skin that will be exposed to the sun for a long time. Mention that hats, long sleeved shirts, and other types of clothing can also protect skin from the sun. Lead the children in pantomiming how they might get ready for a day at the park. Be sure to include putting on a hat, sunglasses, and sunscreen. Now rub some sunscreen on the children's arms, legs, and faces.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **SUNBATHING**

**Equipment:** None

**Activity:** This is a relaxation activity that can be performed at the end of an active class or anytime you want to bring down the activity level.

- Pretend to be lying on a beach towel and sunbathing with plenty of suntan lotion on.
- Lie flat on your back, close your eyes and relax.
- Feel the hot rays of the sun touching your toes. Wiggle your toes. Tightly curl your toes and then relax.
- Feel the sun touch your legs. Raise your legs and tighten your leg muscles. Relax.
- The sun is touching your tummy. Shake your tummy, moving it up and down.
- Breathe in and then relax.
- Feel the sun on your arms. Raise your arms and clench your fists. Drop your arms down. Relax.
- Your face is hot. Turn your head from side-to-side. Touch your chin to your chest. Relax.
- Now your entire body is HOT from head to toe. Relax.
- To cool off, go for a swim in the cool water.





### **FOURTH OF JULY PARADE**

**Equipment:** Rhythm instruments, marching music

**Activity:** Give the children rhythm instruments and have them march in a parade as appropriate marching music is played. They can march in different patterns, straight line, large circle, snake pattern . . .

### **GOING TO THE PARK**

**Equipment:** None

**Activity:** The children pretend they are at the park.

- Scamper across the ground like a squirrel. Move your hands and feet very quickly.
- Pretend you are a baby robin:
  - ◆ stretch your brand new legs and make them wobble back and forth
  - ◆ bend your arms at the elbows like you are spreading your wings and then move them back and forth like you are flying
  - ◆ hop on one foot like you are hopping onto a branch
- Crawl along the ground like an earthworm, a spider, a snake, a bug
- Run with one arm held over your head like you are flying a kite on a long string
- Pretend you are kicking a ball
- Show me how to throw a Frisbee and then run and catch it in the air
- Pretend you are a jogger running or jogging with a friend
- Ride your bicycle by holding onto the handle bars and lifting your knees high as you peddle. Now lie down on your back and peddle your bicycle slow, then fast.
- Quickly pack your picnic basket and skip home.
- One partner gets down on hands and knees to make a park bench while the other partner sits gently on the bench. Switch roles.





### HOPSCOTCH\*

**Equipment:** Hoops, nonskid spot markers or carpet squares

**Activity:** Lay out a variety of simple hopscotch patterns using the spot markers, carpet squares or hoops. Two markers side-by-side indicates a jump while one marker is a hop on one foot. Try to have several hopscotch patterns so the children do not need to wait in line a long time. Have the children practice jumping and hopping before trying the patterns. Demonstrate each pattern and have the children attempt each one.

**Variations:**

- Instead of jumping and hopping, the children can clap. Two spots side-by-side indicate two claps. One spot indicates one clap as they walk through the pattern.
- Use color variations for older children. For example, use two colors of spots such as yellow and orange. Lay the spots down in single file, varying the yellow and orange. The yellow could indicate jumping, and the orange would be hopping.
- Draw the hopscotch pattern with sidewalk chalk

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### HUMAN CROQUET\*

**Equipment:** None

**Activity:** Divide the class into two groups. One group will be standing in a random formation all about the room with their feet at least shoulder-width apart. They are the croquet *wickets*. The other children each have a tennis ball. They move about the room trying to roll the ball through each wicket. The wickets should be cautioned to stand very still. Encourage the children to find unique ways to roll the tennis balls, such as backward between their own legs, or while sitting down and rolling it under their own bent knees. Have the *wickets* and the *rollers* change roles.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - SUMMER

### *Large Space*



### **MOTOR BOATS\***

**Equipment:** Old towel, sheet or plastic pieces large enough for a child to lay on, a large noncarpeted area.

**Activity:** Lying on his/her back, each child pretends to be a motor boat by propelling his/her self along the floor with feet only. The child holds the front corners of the sheet or towel so as not to slide off. Note that motor boats are fast and loud. Allow the children to rev up their noisy motors! However, sailboats are quiet and smooth. Can the children sense and express the difference between the two kinds of boats?

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **PLAY BALL \***

**Equipment:** Whiffle balls for every one to two players, string for hanging balls from the ceiling, plastic bats.

**Activity:** Use a length of string to suspend a whiffle ball three feet off the ground in an open space. The children practice hitting the ball with a plastic bat. If there is enough space, it is best to set up several stations of suspended balls for batting practice. Suspended balls can also be released and caught between partners, or singularly with a child releasing the suspended ball and catching it again upon its return. A length of clothes line can be strung across an open space and balls suspended from it.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

**SAFETY NOTE:** If children are using a bat, make sure other children are a safe distance away.



## SEASONS - SUMMER

### *Large Space*



### **SHARK!\***

**Equipment:** Two flat sheets or gym mats

**Activity:** Put two old sheets or the gym mats on the floor a few feet apart.

Assign one child to be the shark. The other children are swimmers. Tell the swimmers to swim around the two islands (sheets). Have the shark swim in and out among the swimmers. At any time you call out, "Shark!" the swimmers must try to swim to an island and stand on it before the shark tags them. The shark tries to lightly tag as many swimmers as s/he can. Any swimmers tagged while they are in the ocean become sharks.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **SPONGE TAG**

**Equipment:** Wet sponge

**Activity:** In this game, the player who is *it* throws a wet sponge, rather than a ball, to tag other players.

### **SWIMMING\***

**Equipment:** Tumbling mats (optional)

**Activity:** The children gather around the tumbling mats which represent the water. Talk with them about safety near the water. Especially emphasize the idea of not wading or swimming unless an adult is present. Point out that the water is very chilly and have them do the following activities:

- Step very carefully into the water—just dip one foot in. Is it cold? Does it make you shiver? Now quickly put the other foot in; then run and splash in the water.
- Now let's lie down and swim. Don't forget to kick your legs, too.
- Can you turn over on your back and do the back stroke?
- Let's rest by just floating on our backs for a bit.
- Can you swim when you are lying on your side?

**Variation:** Have the children do the swimming strokes while walking or running in the room. Do the front crawl by moving forward, the back crawl while moving backward, and the side stroke while moving sideways.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - SUMMER

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### *Large Space*



### **SUMMER SWIM\***

**Equipment:** A large mat or rug or an area designated to be a pool, towel(s).

**Activity:** The mat or rug represents the pool. Take turns by having each child jump into the pool, quickly lay on their tummy and swim by belly crawling to the child opposite them. The child in the pool may request help getting out, or get out independently. The next child is then given the go ahead to jump and swim, while the first child is given a towel to rub him/herself dry. Continue until all have had a turn.

**Variations:**

- Allow each child to show a water trick they can do in the center of the pool, or to demonstrate a swimming stroke
- Crumbled newspapers can be in the pool to swim through.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - SUMMER

### *Songs, Rhymes, and Literature in Motion*



#### SONGS

##### **ROW BOATS ON THE WATER\***

**Tune:** Row, Row, Row Your Boat

**Activity:** The children form pairs. Show them how to make a boat with their partner by sitting on the floor, facing each other with legs apart and feet touching. Show them how to *row* their boat by stretching forward and backward, holding hands. Then sing “Row, Row, Row Your Boat.” Repeat two times. Change partners if desired, ask what else a boat can do (tip, rock, sail, etc.) and have the children with a partner and hands joined, rock side-to-side, tip over to one side then to the other side, sail (arms raised high and arms raised up and down together). The children may change partners with each different action. Add your own actions.

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

##### **THE ANTS GO SOFTLY ROUND AND ROUND\***

**Tune:** When Johnny Comes Marching Home

**Activity:** March around a picnic basket, then creep or crawl at the appropriate time while singing the song:

*The ants go softly round and round,*

*Sh! Sh!*

*The ants go softly round and round,*

*Sh! Sh!*

*The ants go softly round and round,*

*They creep and crawl upon the ground,*

*And they all move closer,*

*Eyeing the picnic feast.*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.





## SEASONS - SUMMER

### *Songs, Rhymes, and Literature in Motion*



## RHYMES

### **BE LIKE...\***

**Activity:** Say the rhyme and do the appropriate actions.

*Be like frogs*

*Hopping in the sun*

*Jumping up and down*

*And having fun*

*Be like fish*

*Swimming to and fro*

*Moving their fins*

*Fast and Slow*

*Be like birds*

*Flying high and low*

*Flapping their wings*

*Wherever they go.*

*Be like snakes*

*Crawling on the ground*

*Slipping through the grass*

*Moving all around.*

*Be like ponies*

*Galloping on their way*

*Prancing up and down*

*And having fun today.*

*Be like mice*

*Scurrying round a tree*

*Moving fast*

*And staying free.*

*Be like ducks*

*Waddling to the lake*

*Moving back and forth*

*Getting through the gate.*

*Be like the wind*

*Rushing all around*

*Blowing trees*

*And things on the ground.*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.

### **MOTOR BOAT\***

**Activity:** Say the rhyme and do the appropriate actions.

*Motor boat, motor boat, goes so slow. (stamp feet slowly)*

*Motor boat, motor boat, goes so fast. (stamp feet faster)*

*Motor boat, motor boat, step on the gas! (stamp feet as fast as possible)*

\*Busy Bodies - Thematic Early Child Movement Activities, Sewell & Trettin.



## SEASONS - SUMMER

### *Songs, Rhymes, and Literature in Motion*



#### SWIMMING

**Activity:** Say the rhyme and do the appropriate actions.

*Swimming in the water cool and bright,* (pretend to swim)

*I kick my feet with all my might.* (kick feet)

*And when I'm tired, I float,* (pretend to float)

*Pretending that I'm a boat.*

*I like to hold my breath and dive.* (pretend to dive)

*I swim beneath the water and count to five*

(hold breath and count with five fingers silently)

*Wow! What a dive!*





### SAND CASTLE BUILDING

**Equipment:**

Outdoor: sandbox, wading pool with sand

Indoor: sand table, boxes covered with brown paper, assorted cups, spoons, spray bottles, beach toys

**Activity:** Have children work together to create their own sand castles. The paper covered boxes can be used to create a large sand castle for the children to play in.

### SURF

**Equipment:** A balance board or other object for children to safely stand on.

**Activity:** Have children try to balance on 2 feet or 1 foot.

### BALANCE PUZZLE SURF BOARDS

**Equipment:** Create paper surfboards that contain various body puzzle pieces —1 foot stand, 1 foot and 2 elbows, 2 knees and 1 head, 2 feet and 2 hands (See balance puzzles in Chapter 3). These could be laminated for added durability.

**Activity:** Children select a surf board and perform the correct balance and hold the position for a count of three. They continue until all of the surf boards have been completed.

### SEA SHELL MATCHING

**Equipment:** A variety of sea shells in pairs (these can either be actual shells or laminated pictures), cones or other objects to hide the shells under.

**Activity:** Hide the shells under objects in the center area. The child is to lift the object and try to uncover all of the matching shells. Have them re-hide the shells for the next player.



# WET, WILD AND WONDERFUL

## Large Space



### BEACH BALL VOLLEYBALL

**Equipment:** Fisher Price volleyball net or low net, various beach balls.

**Activity:** Have children try to toss the ball over the net to children on the other side. Have them try to catch the tossed ball. Children may try to hit the ball over the net and have the others either catch it or hit it back.

### DUNE BUGGY RIDES

**Equipment:** Scooter boards, roller racers or other riding toys, picture or model of a dune buggy.

**Activity:** Have children pretend they are riding a dune buggy along the beach. You may set a path for them to ride along. Watch out for the sun bathers!!

### SCATTER BEACH PARTY\*

**Equipment:** Carpet square per person, Beach Boys music

Each child has a carpet square which will be their surf board. They perform various movements as directed by the teacher. Divide the area into beach and ocean.

- **Jog the Beach:** Tuck the surfboard under the arm and jog in the beach area
- **Rub Down:** Spread tanning lotion on your body
- **Cool Beach Walk:** Carry the surfboard under one arm and walk *Real Cool*
- **Hot Sand:** Kick feet and jump back to the surfboard
- **Dig for Shells:** Drop to knees and dig in the sand
- **Surfs Up:** Run to where the beach and water meet and watch the surf
- **Swim Out:** Lay on the surfboard and pretend to swim
- **Surfing:** Standing on the board with one foot forward and one foot back
- **Hang Ten:** Ten toes over the side of the board
- **Wipe Out:** Fall off the board into the water.

Children can also create their own movements.

\*Footprints Newsletter, Olberding et al.





### OCTOPUS TAG

**Equipment:** Piece of pipe insulation

**Activity:** The person who is the octopus holds the pipe insulation and uses it to tag the others (they can be called little fish or some other sea name). If the octopus tags a fish they either change places or the fish go to a designated area and wait for other fish to join them.

### OCEAN WAVES

**Equipment:** Parachute, stuffed fish

**Activity:** Children sit around the parachute, holding it with an overhand grip. Large waves can be created through rapid hand movements up and down. Have the children make large and small waves, fast and slow. This can also be done from a standing position. Place the stuffed animals on the parachute and make waves until they have all flown off. While the waves are being made, invite a few children to move under the parachute. The children can pretend to be sea creatures under the parachute.

### FISH TOSS

**Equipment:** Various stuffed animals from the ocean or lakes, hoops, boxes or other targets, polyspot.

**Activity:** Have children take turns throwing different stuffed animals to a target. Use a polyspot as a marker for the throwing spot.

### FISHING GAME

**Equipment:** Laminated fish or fish cut from foam pieces, juice can lids glued to one side of the fish, pole with a string and a large magnet on the end. The pole can be made from a short dowel rod, short laminating tube or paper towel tube, hoop or small pool for the fish to swim in.

**Activity:** Have children take turns being the fisherman. Activities can be written along with a picture of someone doing the action on the underside of the fish (the word jump with a picture of someone jumping, gallop with a picture of a horse galloping...)





# **Appendix A**

## **Other Resources**







## Other publication resources for activities

- AAHPERD. (1994). *Developmentally appropriate practice in movement programs for young children ages 3-5*.
- Bunker, L., Johnson, C., & Parker, J. (1982). *Motivating kids through play*. Leisure Press Publishers.
- Clements, R., & Schiemer, S. (1993). *Let's move, let's play*. KinderCare Learning Centers, Publishers.
- Cubley, K. (1994). *1001 Rhymes and fingerplays*. Warren Publishing House, Everett, WA.
- Phillips, T. & Sandberg, T. D. (1994). *Creative movement activities for preschoolers*. American Press, Boston, MA.
- Rockwell, R., Williams, R., & Sherwood, E. (1992). *Everybody has a body*. Gryphon House Publishers.
- Sanders, S. W. (1992). *Designing preschool movement programs*. Human Kinetics Books.
- Silberg, J. (1993). *Games to play with toddlers*. Gryphon House Publisher.
- Stinson, S. (1988). *Dance for young children: Finding the magic in movement*. AAHPERD.
- Sullivan, M. (1991). *Movement exploration for young children*. NAEYC Publishers.
- Torbert, M. & Schneider, L. (1993). *Follow me too*. Addison-Wesley Publishers.
- Warren, J. (1986). *1-2-3 games, no lose group games for young children*. Everett, WA: Warren Publishing House.





## **Early Childhood Theme Internet Sites (As of 8/10/00):**

A to Z Teacher Stuff

<http://www.atozteacherstuff.com>

ChildFun Early Childhood Education Center

<http://www.childfun.com/preschool/>

Debbie's Theme Units – Welcome to Debbie's Unit Factory

<http://www.themeunits.com/>

IDEA BOX – Early Childhood Education and Activity Resources

<http://www.theideabox.com/>

Inside Kindergarten

<http://www.geocities.com/Athens/Aegean/2221/>

Kindergarten Kafe (mixed themes)

<http://member.aol.com/charlenewp/kkc2.htm>

Marc's Lesson Plans Page – multi-age, multi-theme, links

<http://www.halcyon.com/marcs/lessons.html>

Mining Co. Presc. – EC – Net Links

<http://earlychildhood.miningco.com/msub18.htm?pid=2812&cob=home>

Mrs. Petersen's Main Preschool Page

<http://www.angelfire.com/ga/prespecial/index.html>

Nuttin' But Kids Main Page

<http://www.vbe.com/~gns/index.html>

The Perpetual Preschool Homepage

<http://www.perpetualpreschool.com/>

San Bernardino – EC thematic units

<http://www.sbcss.k12.ca.us/sbcss/specialeducation/ecthematic/index.html>

The Official Home of Sesame Street

<http://www.ctw.org/>

Stormie – PRESCHOOL TEACHER

<http://www.bv.net/~stormie/>



Welcome to Denyse's Pre-Primary

<http://www.nwc.net.au/members/denyse/>

Early Childhood Today

<http://www.scholastic.com/ect/>

Preschool Physical Education Lesson Ideas

<http://daycare.miningco.com/mlibrary.htm>

Kids' World Village

<http://www.worldvillage.com/kidz/>

Yahoo early childhood link site

[http://dir.yahoo.com/Education/Early\\_Childhood\\_Education/](http://dir.yahoo.com/Education/Early_Childhood_Education/)



# **Appendix B**

## **Graphic Outlines for Items Used in Games**





**Diagrams for Balance Puzzles**  
**(Use different colors for left and right)**



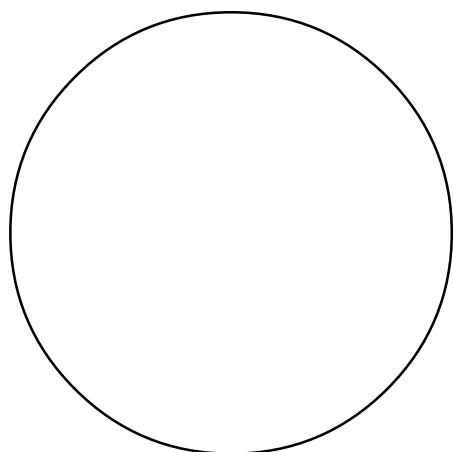
**Foot**



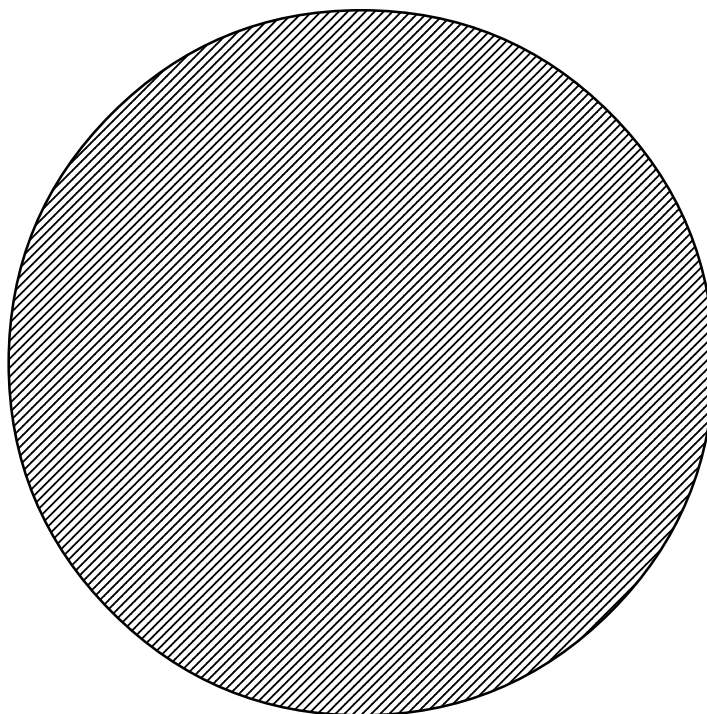
**Hand**



**Diagrams for Balance Puzzles**  
**(Use different colors for left and right)**



**Elbow**

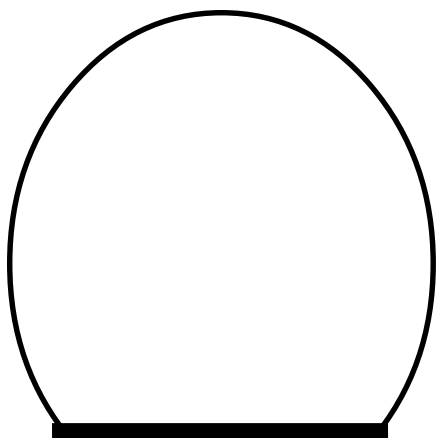


**Head**

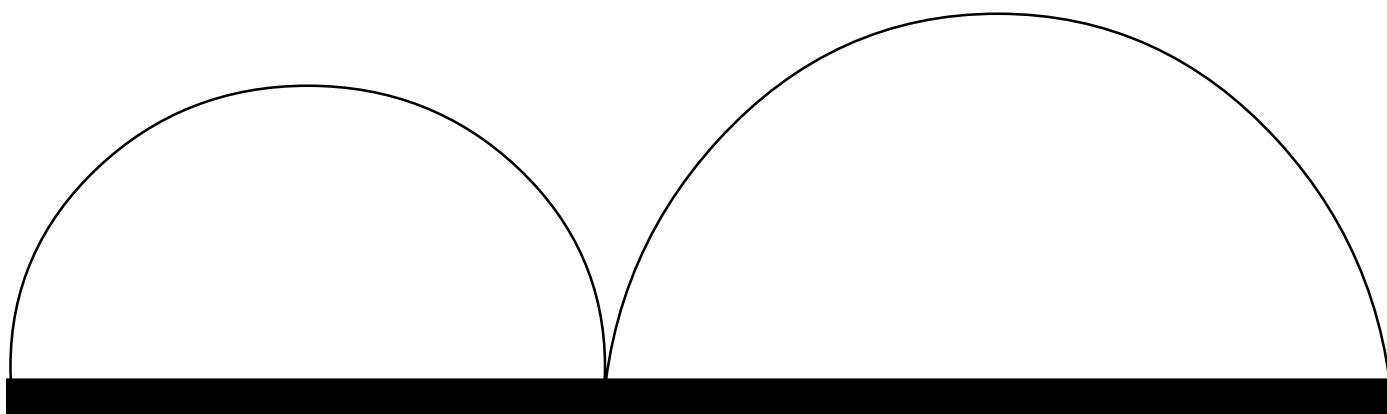




**Diagrams for Balance Puzzles**  
**(Use different colors for left and right)**



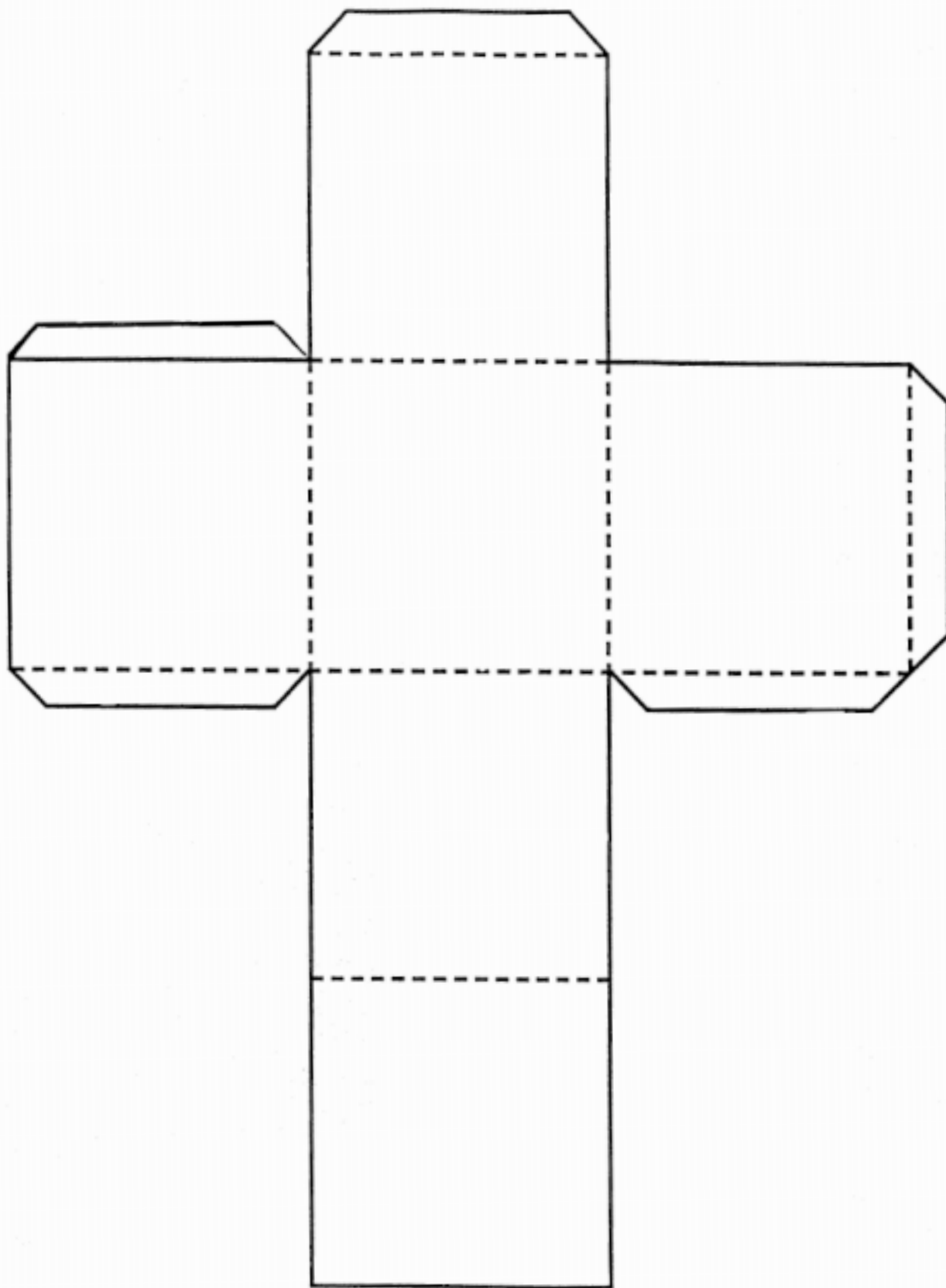
**Knee**



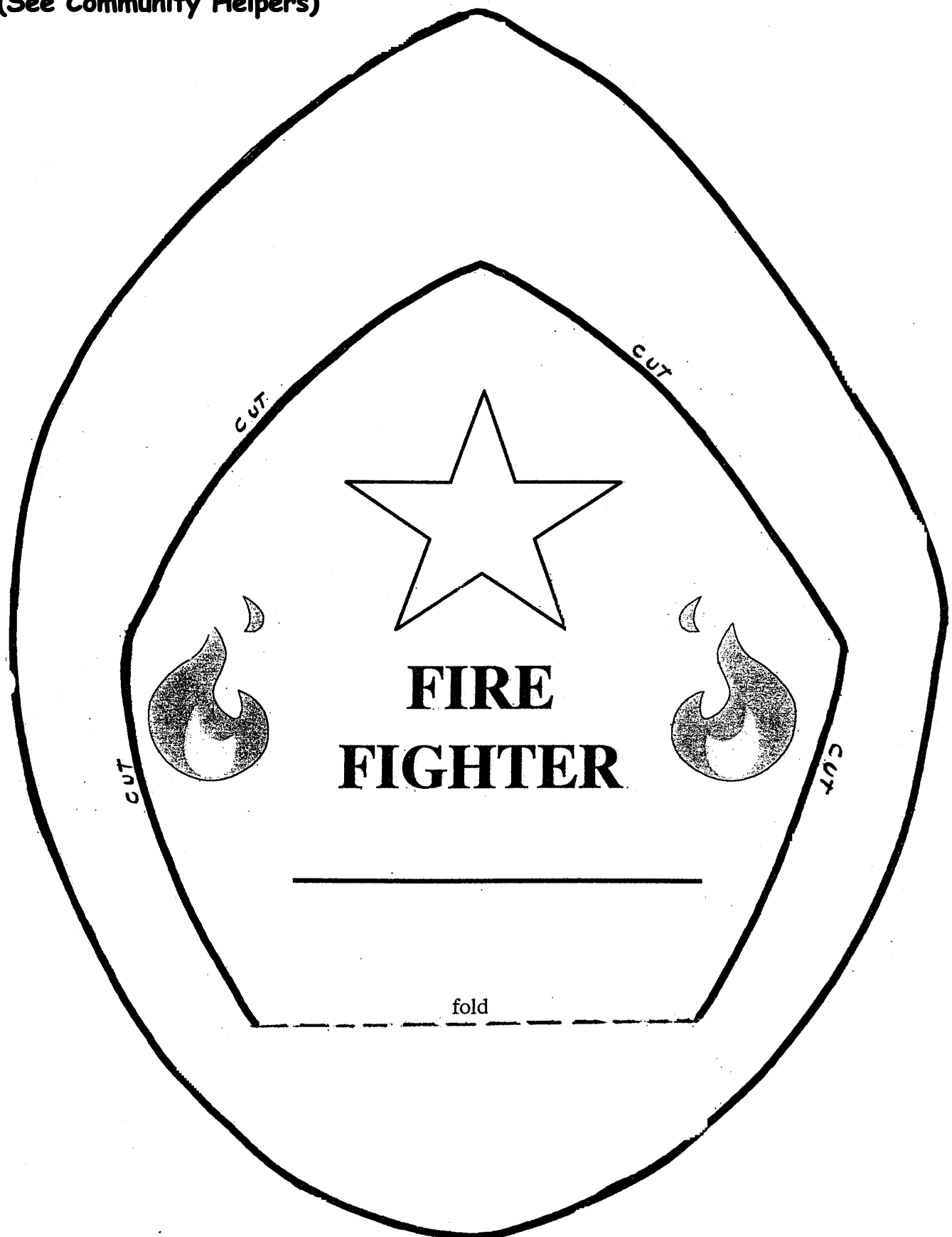
**Seat**



**Diagram for Cube**  
**(See transition activities)**

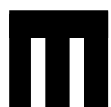
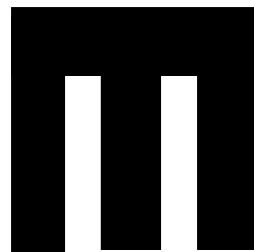
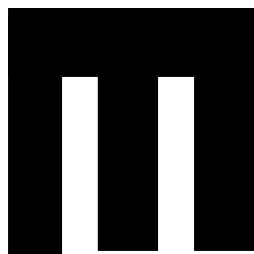
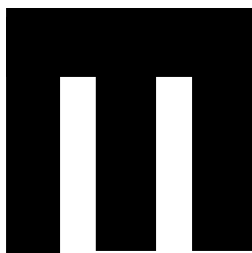


**Firefighter Hat**  
**(See Community Helpers)**

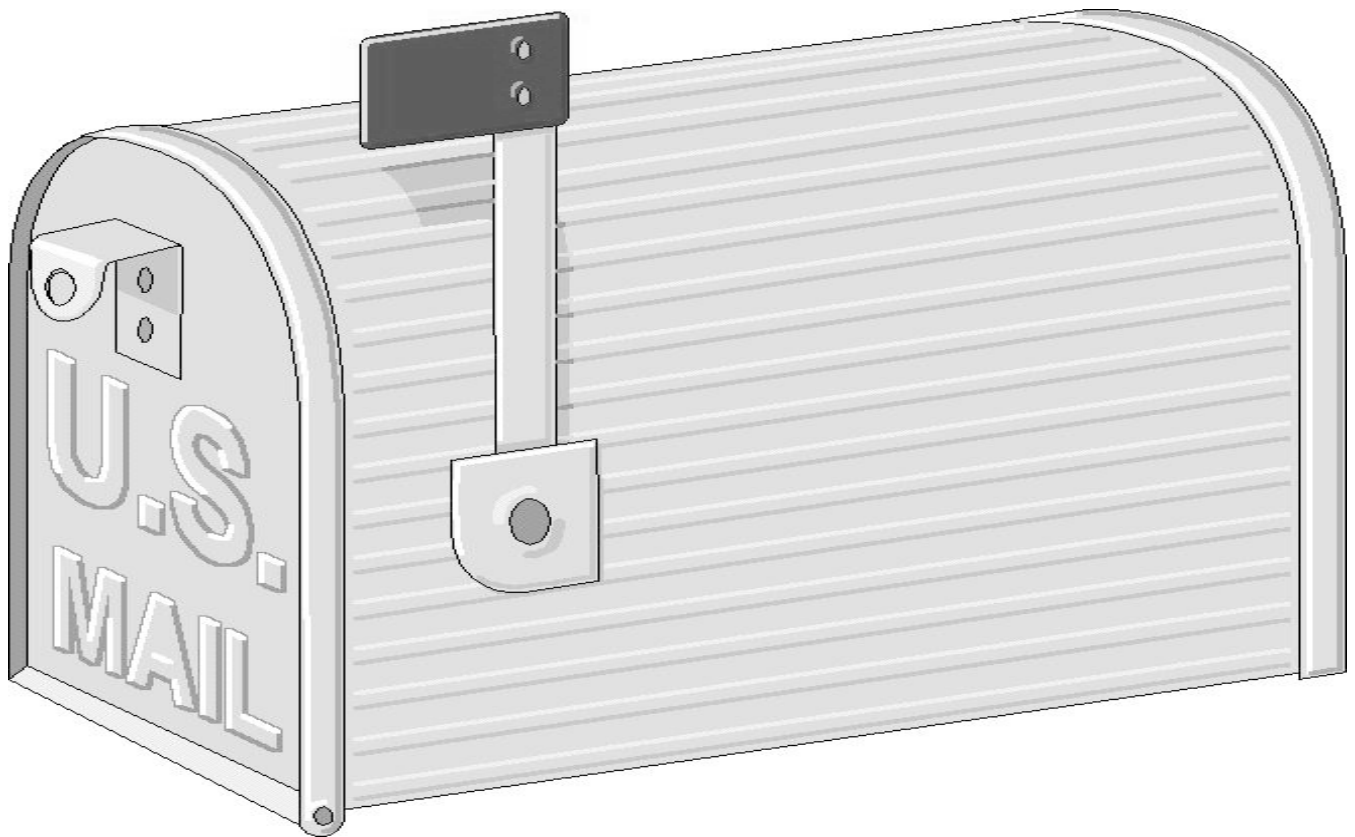


**Eye Chart**

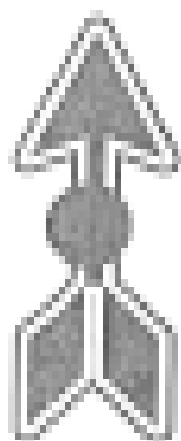
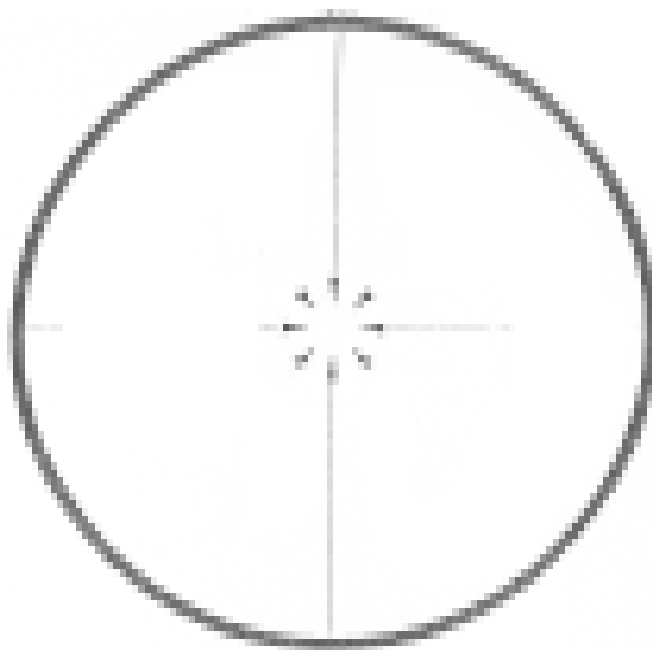
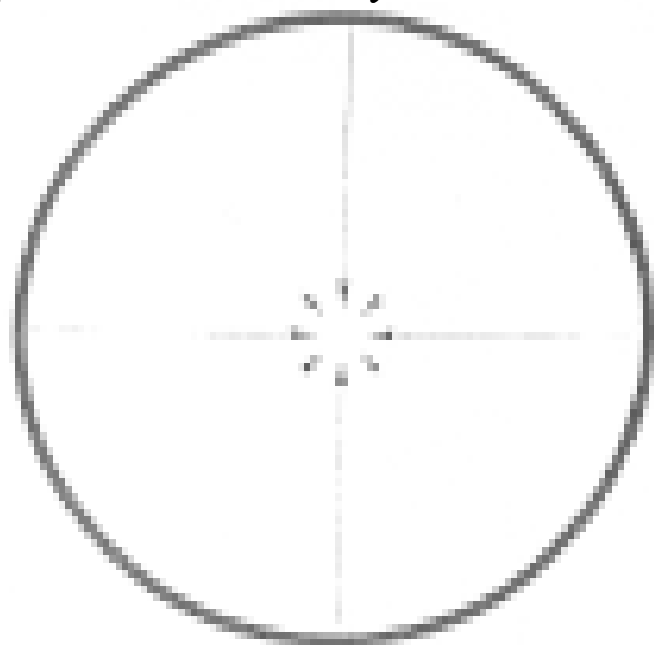
**(See Community Helpers)**



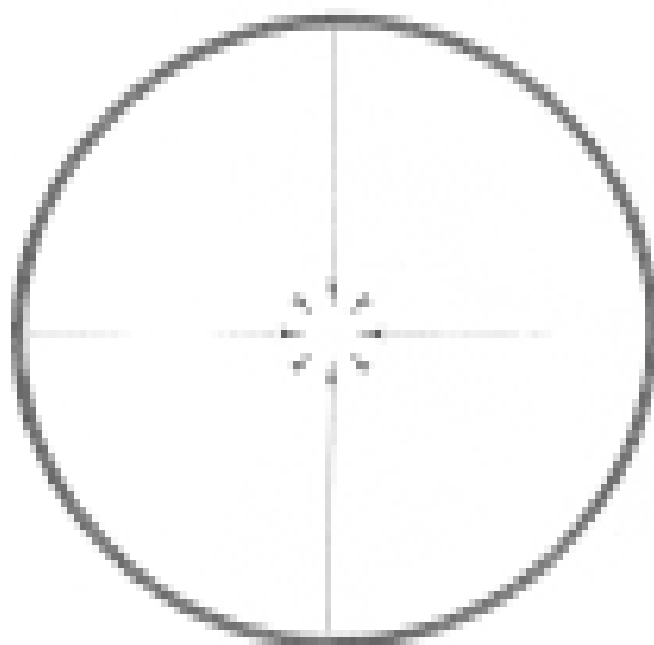
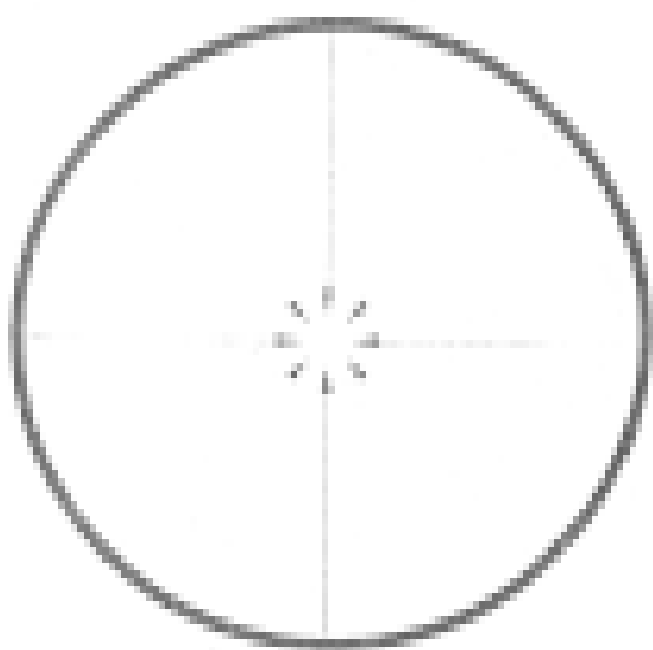
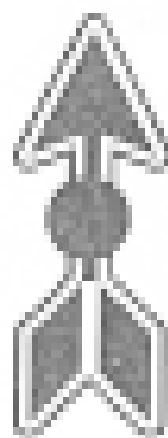
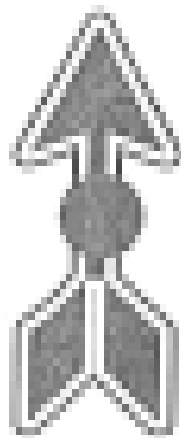
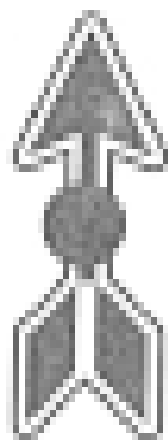
**Mailbox**  
**(See Community Helpers)**



**Spinner Wheel**  
**(See Readiness Skills)**

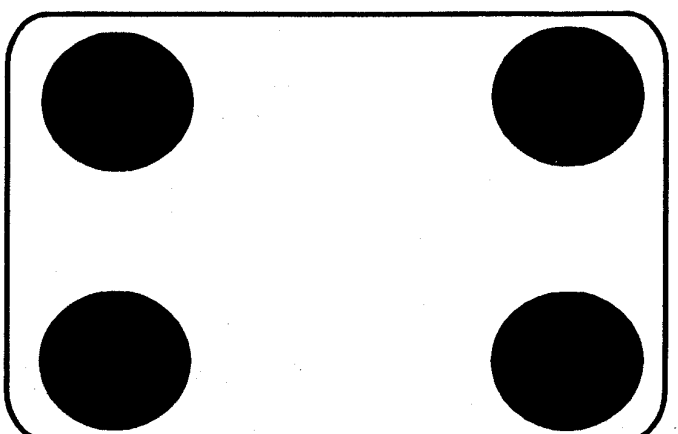
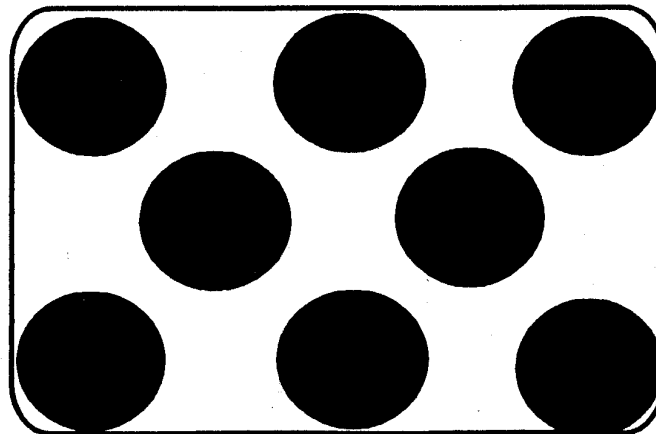
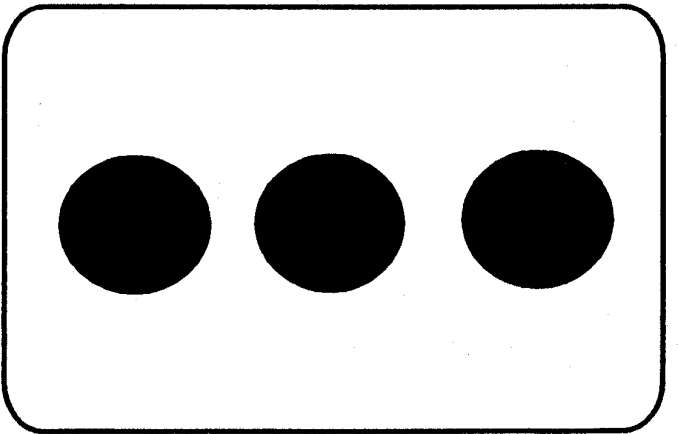
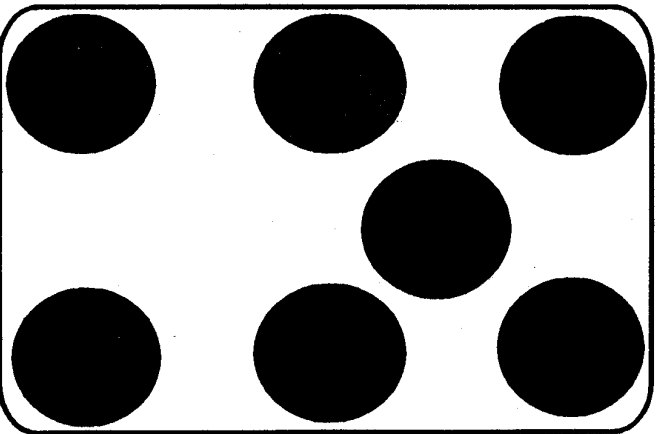
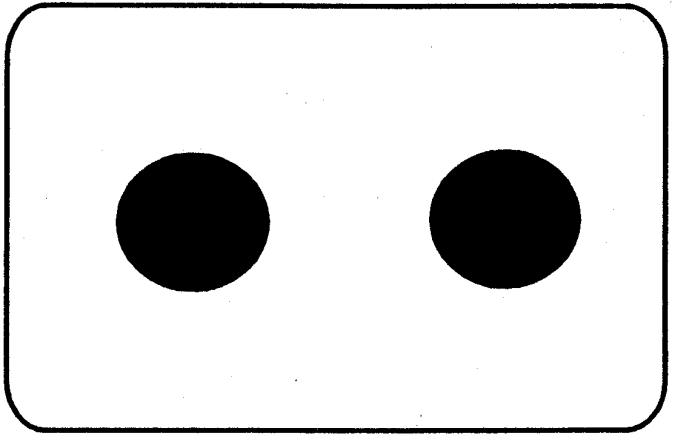
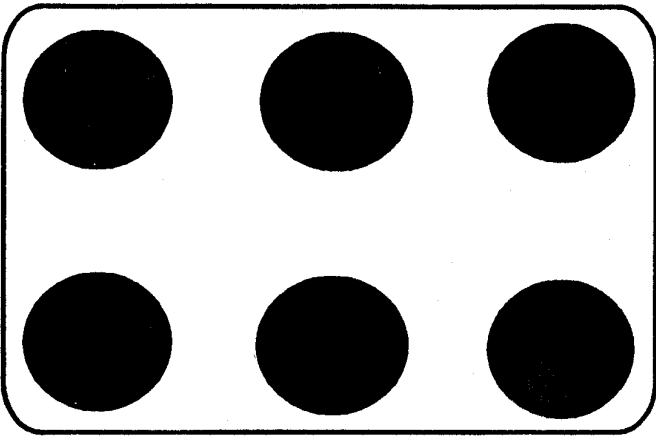
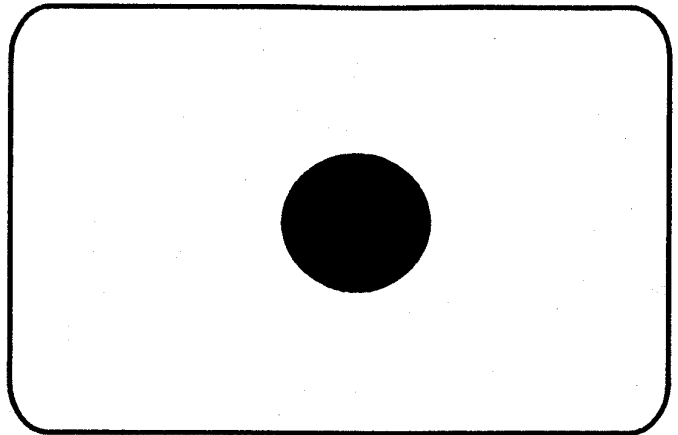
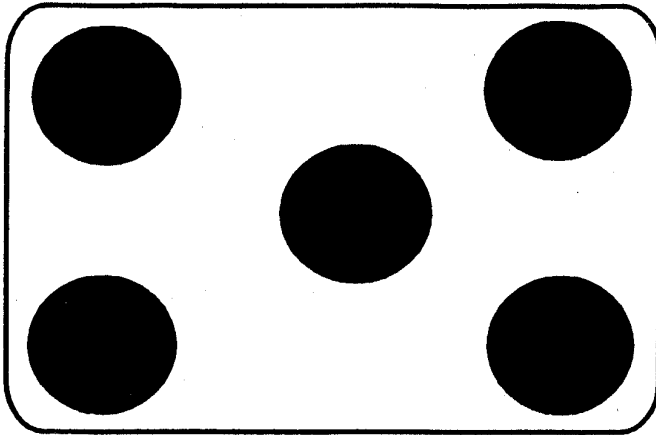


Use one spinner for  
each question to place  
marker into question  
column with result



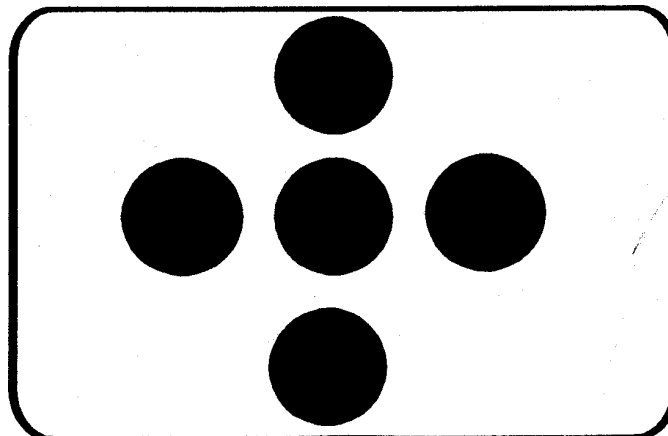
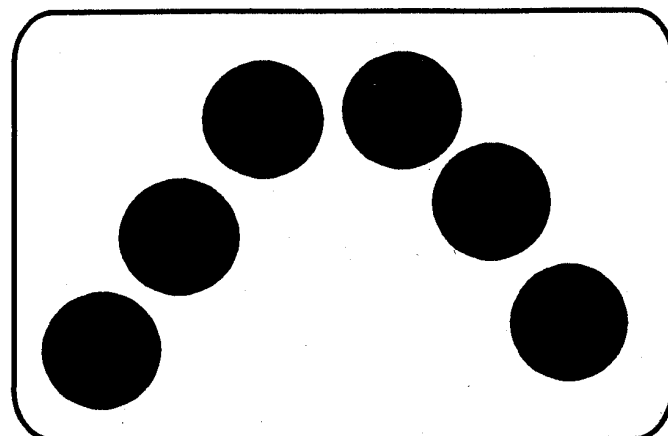
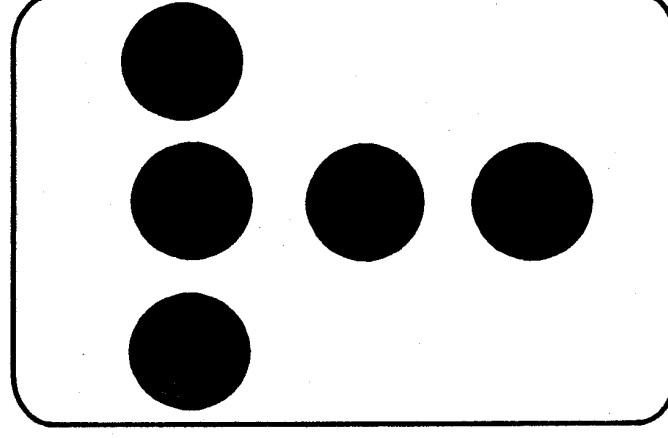
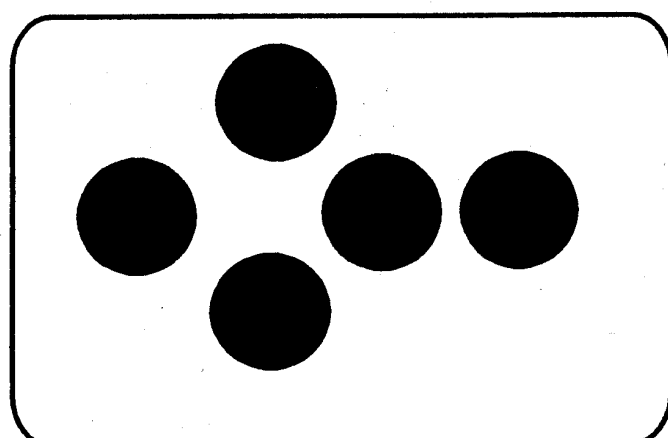
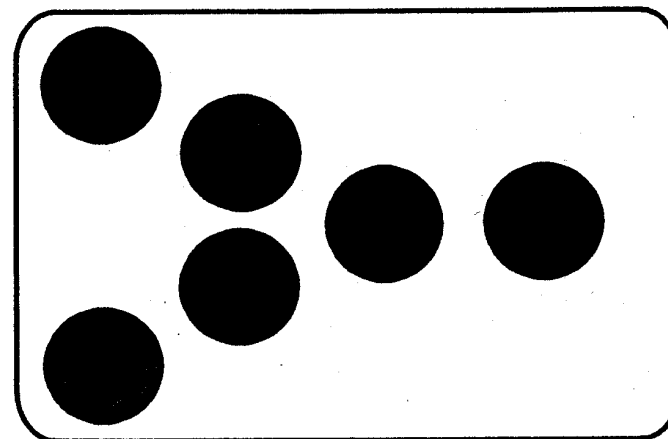
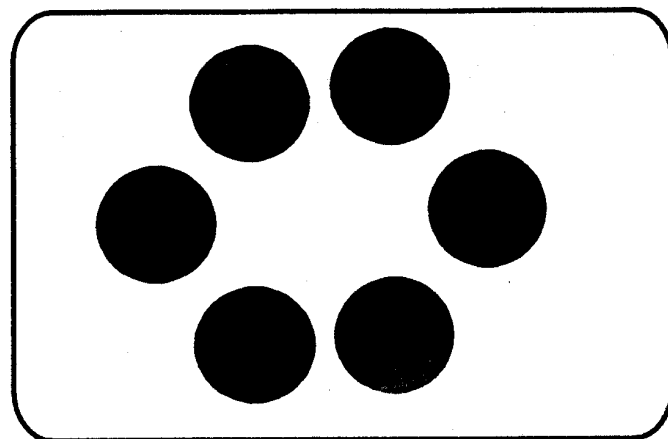
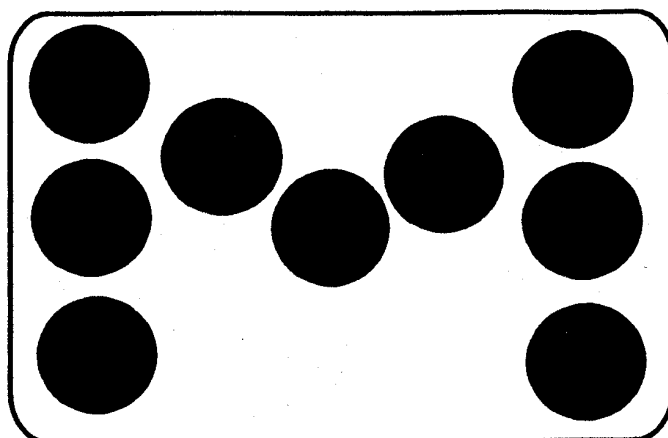
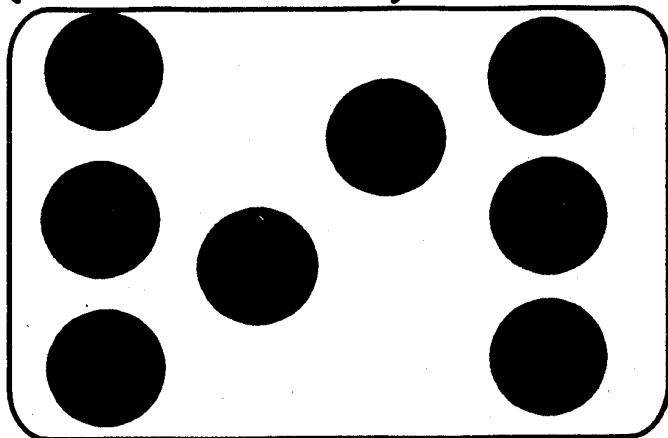
**Domino Cards**

**(See Readiness Skills)**



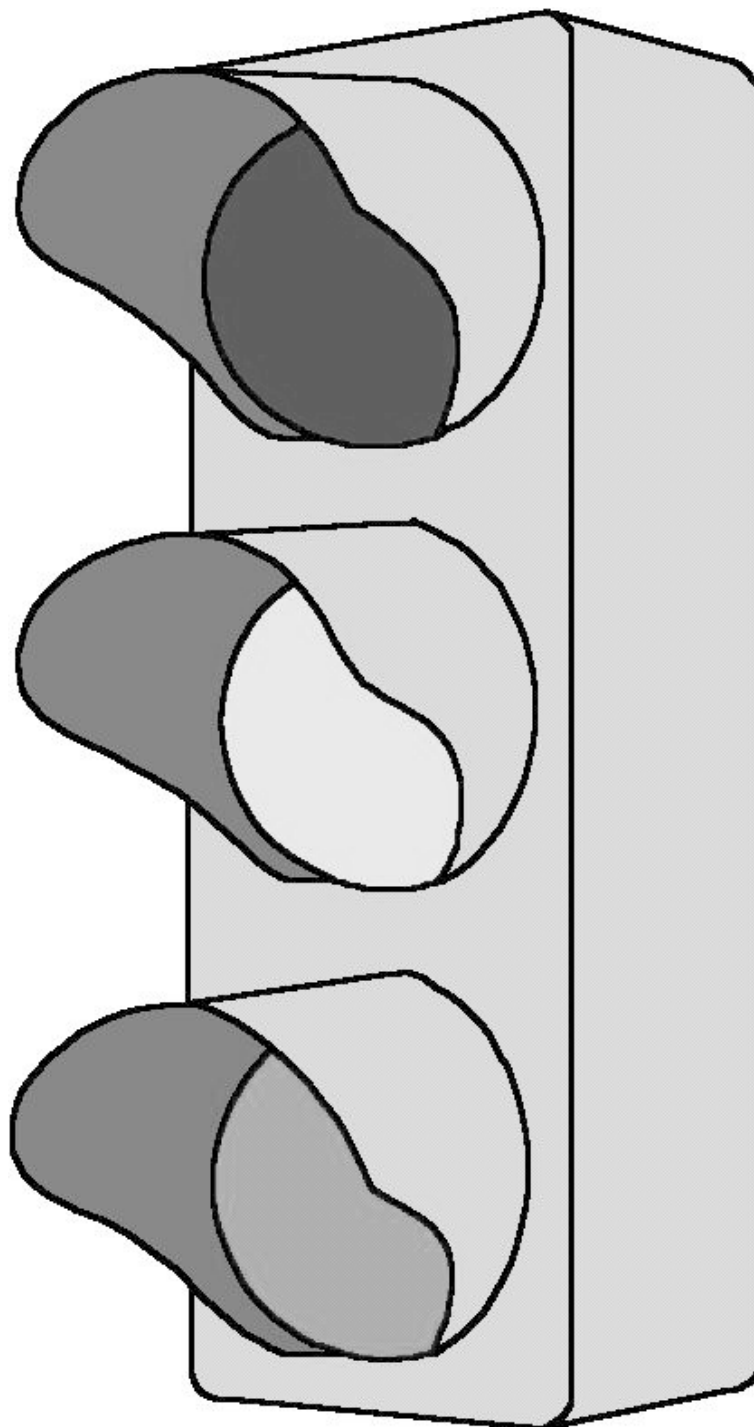
# **Domino Cards**

(See Readiness Skills)



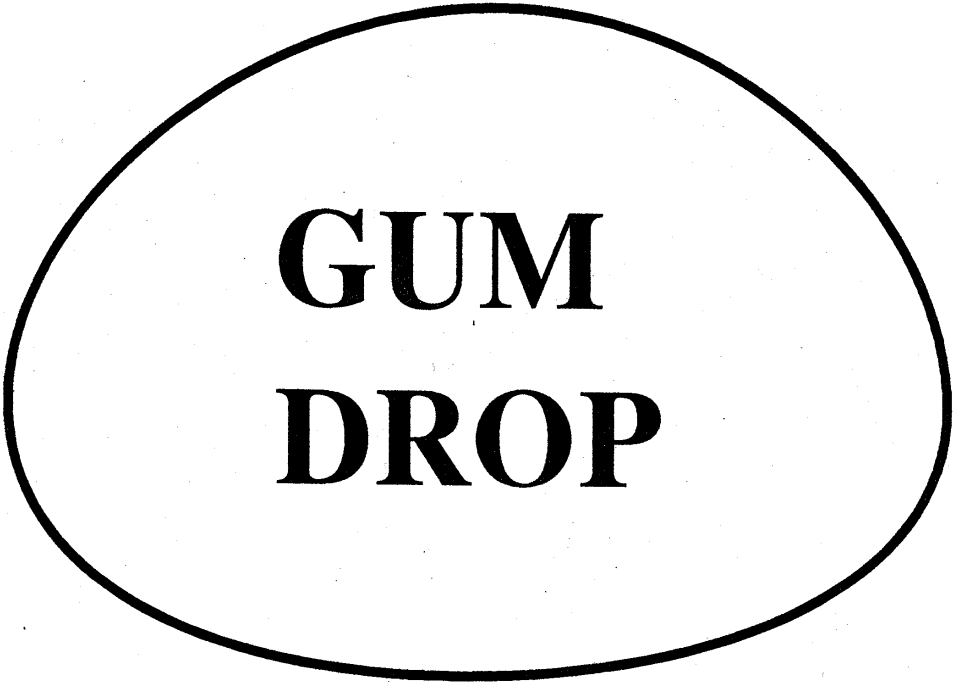


**Stoplight**  
**(See Readiness Skills)**



**Gumdrops**

**(See Readiness Skills)**



**GUM  
DROP**



**GUM  
DROP**



# **Appendix C**

## **Bibliography**





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